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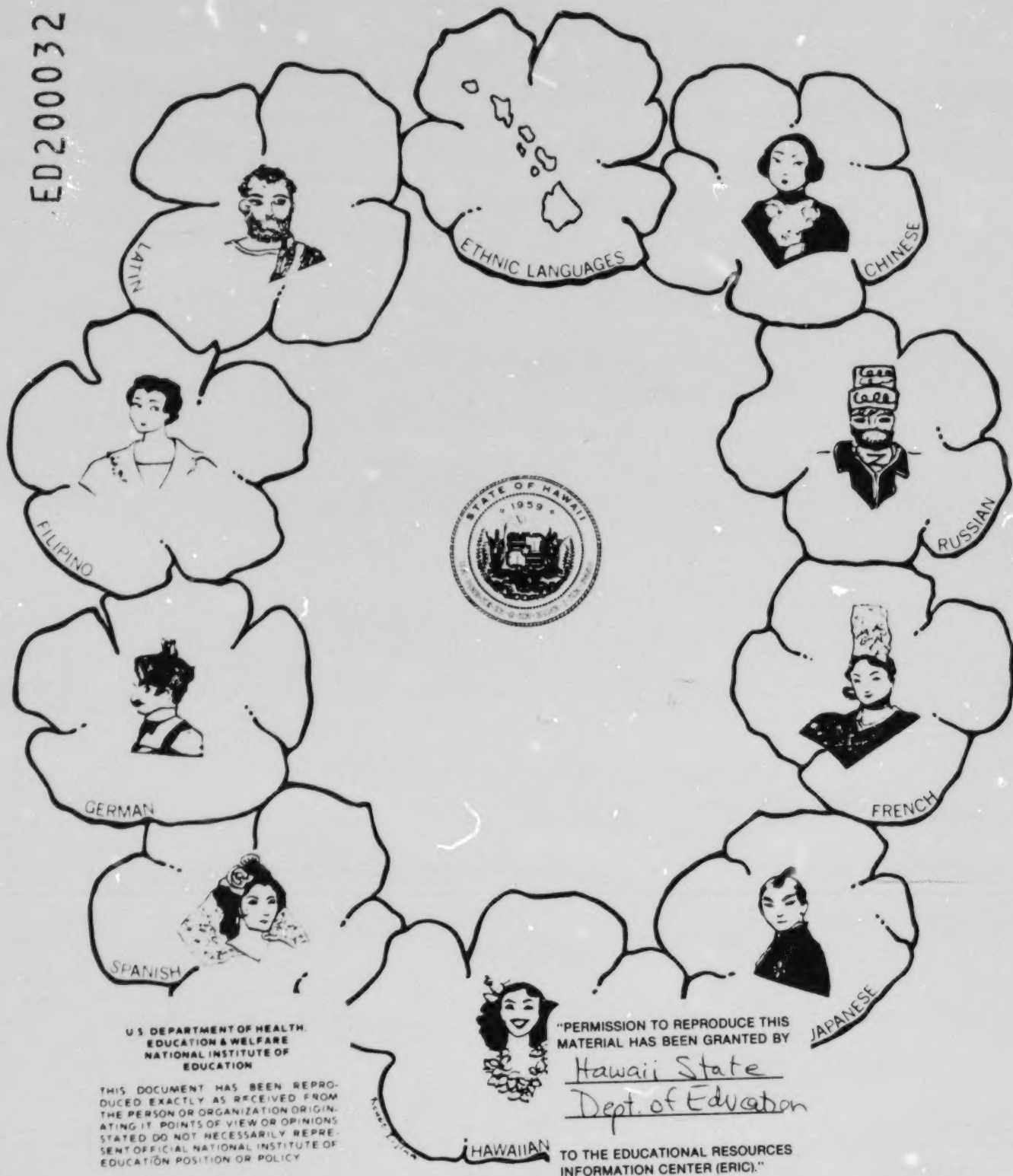
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ABSTRACT

This guide presents the philosophy, goals, and objectives, as well as the scope and sequence of Spanish language instruction at four levels for the public secondary schools of Hawaii. The emphasis is on producing communicative competence in Spanish. The goals, objectives, and performance expectations are presented as guides from which teachers can derive specific objectives for their own situations. The guide has four sections covering the following areas: (1) general outline and explanation of philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) suggestions for teaching the four skills; (3) outline and charts on the scope and sequence of the secondary Spanish language program, and a detailed description of the content and skills of Levels I to IV; (4) consideration on use of a textbook series and supplementary materials; and (5) testing. (AMH)

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Spanish Program Guide

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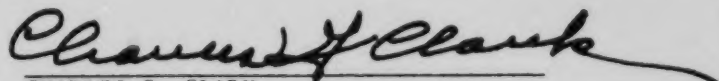
FOREWORD

More than a score of languages are spoken in Hawaii, and it is generally held that we have more languages per capita than any other state. Many Hawaii residents, members of our own families and friends, speak Spanish. In addition, many visitors come to Hawaii from Mexico, Central and South America, and the many other areas where Spanish is spoken.

Hawaii is geographically and ethnically the pivot point of culture and commerce between East and West. Cultural exchanges must flow in both directions. Spanish is important to this flow.

An understanding of the Spanish language enhances the understanding of another culture, art, literature, and music. It also clarifies the humanistic and scientific contributions made by the Spanish worldwide. For these and other reasons, the study of Spanish must continue to be an important part in the Asian, European and Pacific Language Program in Hawaii.

This Guide is intended to assist administrators, teachers and others dedicated to achieving the goals of our Spanish Program.



CHARLES G. CLARK
Superintendent of Education

ACKNOWLEDGMENTS

This Guide is the result of many people working together. All levels of our educational system have contributed to its realization.

Special appreciation is due to the members of the Communicative Arts Section of the General Education Branch, Office of Instructional Services.

The American Association of the Teachers of Spanish and Portuguese has played a key role in suggesting materials and helping the State Educational Specialist.

Special recognition is also due Sharon Mahoe who through her work at the University of Hawaii has made a major contribution to this Guide.

The District Educational Specialists have been kind enough to review the materials. They will help schools implement the ideas contained in this document.

To all of these and to the many others who have contributed, your support of the study of Spanish language and culture is appreciated.

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CHAPTER 1

PURPOSE OF GUIDE

The purpose of this Spanish Program Guide is to express the philosophy, goals and objectives, and to identify the scope and sequence of Spanish instruction at various levels for the public schools of Hawaii.

The emphasis is to produce communication competence in Spanish at Levels I, II, III, and IV (Grades 7-12). Program goals are presented for the students' development of four language skills--listening, speaking, reading, and writing--and an understanding of Hispanic culture. This guide is designed to aid schools in developing their own instructional program. To assist schools in this effort, the guide outlines program goals, program objectives and performance expectations from which teachers can identify instructional objectives relative to their own classroom situations.

The guide does not advocate any specific methodology, nor specific materials. Teachers are free to select from the Approved Instructional Materials list those materials they feel are best suited to meet the needs of individual students.

PHILOSOPHY OF SPANISH STUDY

The study of Spanish adds a dimension of enrichment that should be an integral part of the academic experience. This experience should begin at the earliest possible age when continuous progress in the language can be assured.

No language or country is so strong that it can be independent of the languages and cultures of the rest of humanity. Only through language can a person be known and only through a person can a nation be truly understood. Learning the fundamentals of Spanish will help to remove the barriers possibly resulting from a monolingual and monocultural perspective.

An understanding of Spanish language and culture provides a solid basis for the study of history and literature. Such understanding also promotes an appreciation of the art and music of the language/culture being studied.

Moreover, the study of Spanish helps students to view their own language and culture from new perspectives. In this connection, the philosophy of Spanish language study accepts the fact that both Spanish and English have enriched themselves by freely borrowing from numerous world languages. The opportunity to compare and contrast the forms and syntax of another language with one's own reinforces a basic knowledge of English. Hence, the student's understanding and appreciation of English is enhanced by the study of Spanish.

Hawaii has many Spanish speaking immigrants. Puerto Ricans, Mexicans, and others from Latin countries as well as the people of the Philippines, have brought Spanish culture to our islands. Spanish music, dance, art, and cuisine enriched and varied by these peoples touch our lives daily.

The growing importance of the natural and human resources in Latin America make it imperative that young Americans learn about their neighbors to the south. The best way to know them is to speak their beautiful and poetic language--Spanish!

VALUES OF SPANISH STUDY

It is important for a student to know the values of studying Spanish and, through Spanish, the culture of its people.

The student enlarges his or her world by participating linguistically and culturally in the life of another people. Direct contact with Spanish culture can become one of the most rewarding experiences of the student's life.

Our country needs citizens who can communicate with people of other cultures. Spanish study prevents the student from assuming that all languages convey meaning in the same way as English. This will help to avoid misunderstandings regarding the actions, customs, and beliefs of other peoples, a lack of insight which modern Americans can ill afford to have.

As the student identifies with a peer group in a Spanish society and learns the goals, aspirations, and values of that society's culture, he or she will see the world as a person of another culture may see it. The issues within the student's own culture will become more manageable as insights into other societies increase.

Spanish study gives the student a greater appreciation for the many ethnic groups that make up his or her community and the United States. It enables the student to respect those who have retained their accents and to sympathize with those who are learning English.

The values realized through the study of Spanish language and culture prepare the student for greater enjoyment of foreign travel and for a wider range of interesting job opportunities.

The experts (psychologists, sociologists, cultural anthropologists) are in agreement that to get to understand a people one must learn their language. Spanish gives to those who study it the opportunity to know all the peoples of the Hispanic world, the proud dignity of the Old World Spaniards and the enormous variety of the Spaniards of the New World, from the cowboys of the great plains, the gauchos of Argentina, the huasos of Chile and the llaneros of Venezuela, to the inhabitants of such great cities as Buenos Aires, Montevideo, Santiago de Chile, Lima, and Mexico City.

With 145 million native speakers, Spanish ranks fourth among world languages. First is Mandarin Chinese (515 million), then English (265 million), then Hindi-Urdu (185 million). Following Spanish are Russian (135 million), German (100 million), and Japanese (95 million). It is estimated that by the year 2000 there will be from 600 to 750 million people in Latin America, two thirds of whom (400-500 million) will speak Spanish and one third (200-250 million) Portuguese.

There are approximately 10 million natives and other speakers of Spanish who live in the United States. They are part of our present and part of our past, as is shown by such names as Los Angeles, Santa Barbara, San Diego, Sacramento, San Francisco, Nevada, Montana, Santa Fe, Colorado, Pueblo, San Antonio, and Florida. The names of these and many other places are concentrated in the Southeast, the Southwest, and the Pacific Coast, which were all once part of the Spanish Empire in the New World. The Philippines have a strong Spanish influence in language and culture.

The students of Spanish will have many opportunities to use their knowledge of Spanish without ever leaving this country. They will not only find heavy concentrations of native speakers of Spanish in the Southeast, the Southwest, California, New York, Chicago, and many other cities, but all over the country. Students will have the chance to talk with Americans studying Spanish, which has been for some time the most widely studied foreign language in the country.

The Good Neighbor Policy, instituted by Herbert Hoover and developed by Franklin D. Roosevelt, was a recognition of the geographic closeness and the economic and strategic importance of Hispanic America; their importance was re-emphasized by Dwight D. Eisenhower in 1960 when he said, following his presidential visit to South America: "In one respect our neighbors put us to shame. English is rapidly spreading as the second language in Latin America. Business executives, labor leaders, taxi drivers--must speak English well, learned in school or the bi-national institutes. The study of Spanish is increasing in our schools, but I wish that literally millions of Americans would learn to speak Spanish or Portuguese fluently, and to read the literature, histories, and periodicals of our sister republics."

It is true that English has become the foreign language most widely studied in Latin America. Some people may wonder why North Americans should bother to learn Spanish. Why not let the foreigners learn English? One answer is that such a reaction is rather egocentric, and that if the inhabitants of the Spanish speaking world are important to us for cultural, economic, and strategic reasons, we must make a language-learning effort that is as impressive as their own. A second answer is that Latin Americans are broadening their scope and sharpening their insight by learning a foreign language, and we should not deprive ourselves of a corresponding expansion of our abilities and vision.

PROGRAM GOALS

There are two primary goals in the Spanish Program:

1. To create an awareness and an appreciation of Spanish culture and its far reaching effects throughout the world.
2. To teach students the basic listening, speaking, reading and writing skills which will lead to the ability to think and to communicate in the language.

PROGRAM OBJECTIVES: CULTURE

The objectives of culture instruction within the Spanish program are:

1. To develop a receptive attitude toward the Spanish language and a realistic view of the cultures it represents.
2. To develop a fuller understanding of the meaning of words, their background and any special significance they might have in view of cultural emphasis.
3. To develop an acquaintance with and respect for Spanish speaking people in the student's own community and everywhere.
4. To develop an understanding of the Spanish family unit and its impact upon and contribution to the society of which it is a part.
5. To develop a familiarity with and understanding of the educational opportunities available in the Spanish speaking world, and how these opportunities affect the economic and social development of the various countries.
6. To develop an understanding of how governments are similar to and different from our own in solving their problems.
7. To develop an acquaintance with the religious aspects in the life of the people.
8. To develop an understanding of the geographic influences upon the economic and social development of the country.
9. To develop an appreciation of the role played by the Spanish speaking world in the creative arts and the sciences.
10. To develop a knowledge of history and historical figures, cultural heroes, literature and representative characters within the literature of the Spanish speaking world.
11. To develop a fuller realization and understanding of American culture through the additional perspectives gained by studying another culture.

PROGRAM OBJECTIVES: LANGUAGE SKILLS

The student should be able:

1. To listen to and comprehend the Spanish language when spoken at a normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker within the range of the student's experience.
3. To employ the idiomatic nuances and gestural language common to native speakers of Spanish.
4. To read material on a given level with direct understanding and without translation.
5. To write about a subject within the range of the student's experience using authentic Spanish patterns.
6. To develop a better command of the English language through additional perspectives gained by studying another language.
7. To learn basic grammar and its usage.
8. To learn to think in Spanish, the ultimate goal of language study.

THE HIERARCHY OF GOALS, OBJECTIVES, AND PERFORMANCE EXPECTATIONS IN THE SPANISH PROGRAM

The Master Plan for Public Education in Hawaii mentions a number of educational purposes which relate to the Asian, European and Pacific Language Program. One purpose concerns helping students to understand and to appreciate other individuals belonging to social, cultural, and ethnic groups different from their own. Another deals with helping students acquire the skills of listening, speaking, reading and writing.

The Asian, European and Pacific Language Program has, in varying degrees, either a direct or an indirect influence on the attainment of many of the Foundation Program Objectives which are translations of the educational purposes.

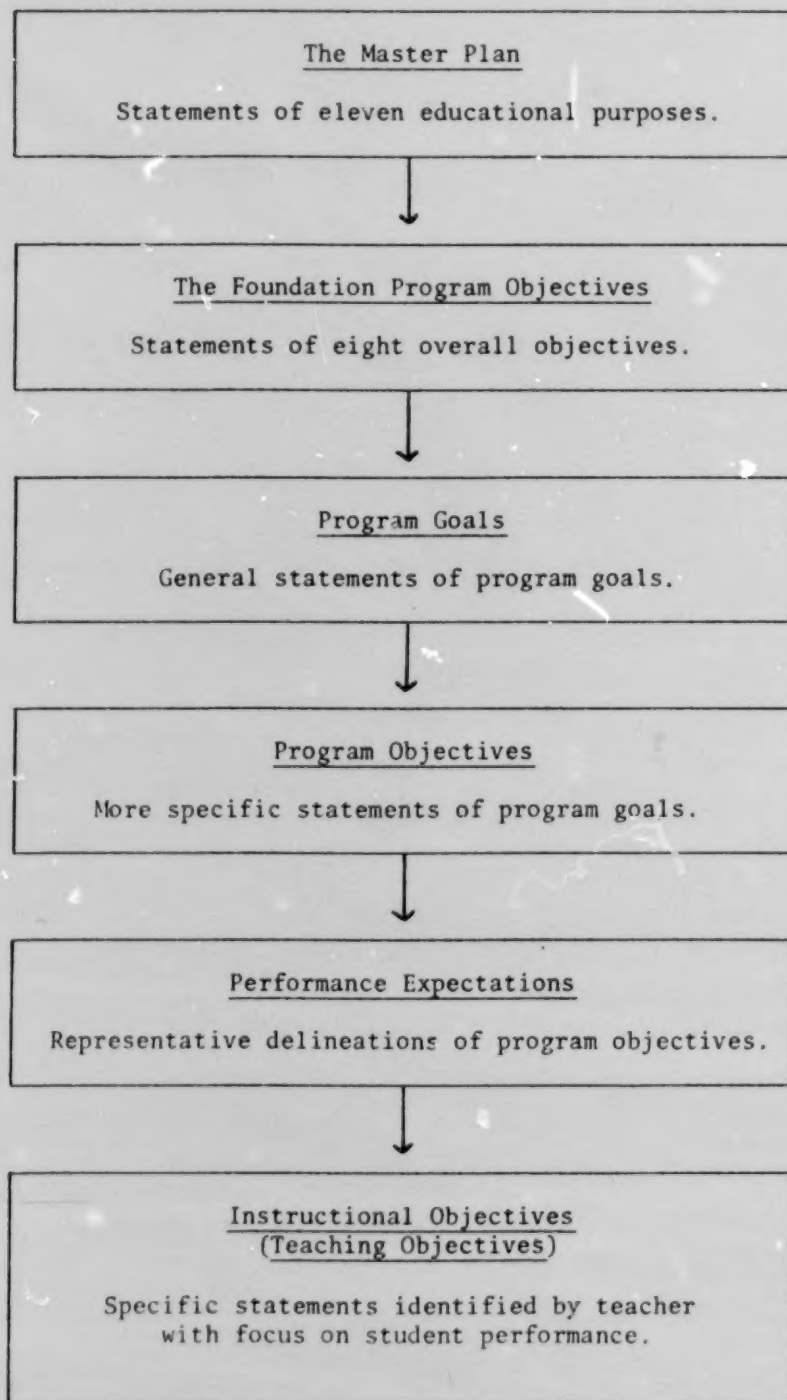
The actual program goals and program objectives for Spanish culture and language are listed in the Foreign Language Program Guide published in October 1977. Those specific to Spanish are found in this chapter.

The performance expectations found on pages 10 and 11 are more refined guidelines of the expected outcomes at the classroom level. The performance expectations are delineations of the program objectives.

The teacher must bear in mind, however, that the performance expectations are by no means exhaustive nor inclusive. They serve only as guideposts from which teachers can identify instructional or teaching objectives.

A graphic illustration of the hierarchy of relationships is found on the page following.

GRAPHIC ILLUSTRATION OF THE HIERARCHY OF GOALS, OBJECTIVES
AND PERFORMANCE EXPECTATIONS IN THE SPANISH PROGRAM



PERFORMANCE EXPECTATIONS FOR
ASIAN, EUROPEAN AND PACIFIC LANGUAGES

First Year of the Language	Second Year of the Language	Third Year of the Language
• Discusses some ways in which cultural differences (e.g. proximity of speakers) play important roles in verbal communication. • Explains how knowledge of a new language enhances the potential for new experiences. • Explains how cultural value differences can be understood through the study of a new language. • Discusses the role a new language plays in meeting societies needs for communication among countries and cultures. • Participates in aesthetic expressions of the new culture, such as dancing, singing, and cooking. • Identifies selected art forms that are representative to the new culture. • Discusses some aesthetic contributions of the culture and the new language to American life. • Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.	• Relates how similarities among cultures are partly caused by the increasing ease of communication and travel. • Explains how one's own perspective has been broadened through the study of a new language and the culture associated with it. • Compares the culture of the country(ies) where the new language is spoken with one's own. • Discusses ways in which types of art forms vary among cultures. • Explains the way in which the art forms of a culture reflect its values, customs, and environment. • Identifies selected art forms that are representative to the new culture. • Demonstrates an understanding that the art forms of a culture reflect its values, history, and environment. • Reads and comprehends cultural information written in the basic vocabulary of the new language.	• Demonstrates an awareness of notable events, conditions, and ideas which have influenced language and its culture. • Discusses some of the major personalities which have influenced the history of the country(ies) where the new language is spoken. • Recognizes how the values and traditions of a country are often reflected in its language. • Identifies, selects, and uses alternative solutions to interpersonal conflicts which might arise from cultural differences. • Demonstrates the understanding that the art forms of a culture reflect its values, history and environment. • Uses the aesthetic expressions of the new culture (such as music, art, performing arts literature, cooking, and architecture) for one's own enrichment. • Demonstrates an aesthetic aspect of the new culture through art, dance, dramas, etc. • Identifies some major writers and works in the new language and comments on their influence upon the language and the culture.

	First Year of the Language	Second Year of the Language	Third Year of the Language
11	● Reads, with general comprehension, simple selections in the new language. ● Writes basic sentences in the new language. ● Exchanges amenities with a speaker of the new language. ● Demonstrates sensitivity towards the needs of a speaker of the new language by responding to verbal and non-verbal cues. ● Communicates with a speaker of the new language using basic vocabulary including numbers and measurement.	● Reads, with general comprehension, literary selections in the new language. ● Reads aloud written material in the new language to enjoy its rhythm, tone, and sound. ● Creates an original paragraph in the new language. ● Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure. ● Corresponds with a speaker of the new language. ● Demonstrates sensitivity towards the needs of a speaker of the new language by responding to verbal and non-verbal cues. ● Communicates with a speaker of the new language using basic vocabulary including numbers, measurement, and money. ● Converses in the new language in a familiar situation. ● Identifies stories, poetry, and music of the new language and culture which evoke personal aesthetic pleasure.	● Reads aloud written material in the new language to enjoy its rhythm, tone, and sound. ● Reads, with general comprehension, simple literary selections in the new language. ● Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure. ● Corresponds with a speaker of the new language. ● Creates an original composition in the new language. ● Communicates with a speaker of the new language using basic vocabulary including numbers, measurement, and money. ● Uses insights gained through the study of the new language to enhance interaction with people who speak the language. ● Converses in the new language in a familiar situation. ● Uses the new language for personal enjoyment. ● Listens to selected literary art forms in the new language.
19			20

OTRA RAZÓN PARA ESTUDIAR ESPAÑOL

Unos bandidos roban oro del banco en El Paso e huyen del pueblo. El sheriff y sus hombres van a buscarlos. Por fin, después de muchos días, los encuentran escondidos en una casita abandonada.

"We want the gold," dice el sheriff. Los bandidos no comprenden porque no entienden inglés.

Paco, uno de los hombres ayudando al sheriff, habla español y les pregunta. Pero los bandidos no dicen nada.

"Ask them once more and if they don't answer tell them we are going to shoot them," dice el sheriff.

Paco les pregunta otra vez. Los bandidos, naturalmente, quieren vivir y explican que el oro está escondido en el pozo detrás de la casita donde están ahorita.

"What do the bandits say," pregunta el sheriff? Paco da una cara seria y contesta al sheriff. "They say, Sheriff, that you are not brave enough to shoot them."

CHAPTER 2

THE FOUR SKILLS

The section on the "Overall Goals of Foreign Language Study" in Hawaii as written in the Foreign Language Program Guide begin with the following:

1. To listen to and comprehend the foreign language when spoken at a normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker within the range of the student's experience.
3. To read material on a given level with direct understanding and without translation.
4. To write about a subject within the range of the student's experience using authentic patterns of the people whose language is being studied.

These are the primary skills which are to be sought through the study of languages.

The Listening Skill

Developing Listening Skill

Any prereading phase used at the teacher's option, can inculcate in the student the need for developing the proper speaking and listening habits. Beginning student ears are unaccustomed to detecting the slight variations of sounds so important in signaling meaning in another language. They interpret sounds in terms of the familiar English phonemes. During a prereading phase they are given the opportunity to reactivate the dormant powers in their sense of hearing. Their ears are being reoriented.

In such prereading cases most students know, or are soon told, that they will not read or write the language until later in the course. Some do not believe it will be important to listen carefully during the prereading phase because they assume they will not be graded if they have not yet learned to read and write. They also assume they will see it later in print. The solution is one of motivation through understanding of the problem. These students need to realize that because they do not have a book upon which they can rely they have to "keep their ears open" in class or they will not progress as they should, for they will be tested both during the prereading and later phases. Progress can be determined by judging reproduction of sounds and intonation and by daily classroom responses.

Various exercises can be used to help teach the student to discern sound and intonation patterns, to associate sound with meaning, and to infer the meaning of the words from context. The teacher can identify the sounds that need to be drilled while the pupils are learning the basic sentences or dialog. If, after completion of the drills, a student is still unable to reproduce a given sound, the teacher can show how it should be produced, perhaps contrasting it with the English sound.

Pronunciation drills are commercially available or can be devised to help the pupil overcome the tendency to treat Spanish phonemes as though they were those of English. It is often desirable to procure pronunciation drills that take the form of minimal contrasts (como, coma, come) which can also be used as exercises to develop the ability to discern sounds. The teacher pronounces the words using key letters or numbers for each word. (a. como, b. coma, c. come.) Two, three, or more words may be used. The teacher then repeats one of the words. The student ascertains which word was uttered and writes the correct letter (a, b, or c). Or the teacher may profitably use a same-different technique. This type of exercise would be especially valuable during the first few weeks of language instruction. It should take up only a few minutes of class time on the days it is used, perhaps a few times a week. (This also makes a good reading exercise when the time comes. The testing words can be written and the student circles the word that was pronounced. This also enables

the student to see the relationship between the writing system and the sound system.) Later the student can be asked to add the proper letter to complete the word he heard: coma. In the following, he is asked to add ll or l:

lleno

lana

tranquilo

The following exercise is aimed at developing awareness of the importance of intonation. The teacher reads a sentence that is obviously declarative, interrogative, interrogative with a yes or no answer, or exclamatory. (The pupil has of course been drilled in these sentences before and should have no difficulty repeating them.) The sentences would be of the type below:

Hay dos chicas allí.

¿Cuántas chicas hay allí?

¿Hay dos chicas allí?

¡Hay dos chicas allí!

As the sentence is read by the teacher and then repeated by the student, the teacher points to the appropriate punctuation symbol written on the chalkboard or the number corresponding to the model sentence. He or she repeats the model sentences and elicits the responses. When the students seem to have mastered the concept, the utterances are changed to others with which the students are not familiar. They should not repeat them, but should demonstrate their recognition of the intonation pattern by writing the key number or selecting the appropriate punctuation mark. This type of exercise to develop an "ear" for intonation need not take much time. One or two short lessons should be sufficient. The use of English comparable can be a good reinforcement for English awareness and another facilitation for learning Spanish.

As the teacher proceeds to teach the dialog, he or she has an excellent opportunity to develop the ability to distinguish between the various intonational patterns. A simple device is to start with a short segment and build gradually. The teacher asks questions, eliciting only the known and learned response. The following example demonstrates the procedure:

Teacher	Students
Es un perro.	Es un perro.
¿Qué es?	Es un perro.
¿Es un perro?	Es un perro.

Teacher

Es un perro que ladra.

¿Qué es?

¿Quién ladra?

¿Es un perro que ladra?

Students

Es un perro que ladra.

Es un perro que ladra.

Es un perro que ladra.

Sí, es un perro que ladra.

The exercise can continue in like manner expanding the sentence by adding adjectives and other modifying elements.

To practice the question pattern, model the same questions but use directed questions. Example:

Teacher

Pregúnteme qué es.

Students

¿Qué es?

Another useful device for indicating intonation when teaching dialog adaptation is the hand signal or chalked line indicating rising or falling intonation. A tonal instrument, such as melody bells, is also very effective.

The teacher must be constantly alert to correct and drill students in order to reduce errors in pronunciation and intonation which would lead to misinterpretations. Subtlety in correction, such as using modeling and repetition, can avoid interruptions and embarrassment.

The Speaking Skill

Use of Dialog, A Poem, or Basic Sentences

When a dialog, a poem, or a series of basic sentences serves as the basis of a learning unit, it is to be memorized so that the student may use the material learned in further drills and exercises. Then by means of pattern drills and adaptation of the dialog, the student gains control of the structures memorized and learns to adapt the memorized material to other situations.

Caution must be exercised to prevent the memorization of the dialog from becoming the most important goal for the students, or as soon as it is learned, they will no longer be motivated to further learning. They must understand that the dialog is a point of departure and that the elements of the dialog will serve as the basis for structure drills and pattern practice. It is the adaptation of the dialog situation which will enable them to manipulate language in realistic situations.

Varying the Procedure:

The students sometime seem to feel that there is no further value or interest in memorizing more material. This is a particular problem during any prereading phase when the inevitable reaction to any highly structured course sets in. But the concern need not be permanent and the cooperation of the students can be elicited by the sensitivity of the teacher to the situation. While the ultimate memorization of the dialog or basic sentences should not be sacrificed, the procedure in class may undergo some change. The students should be reminded of the purposes underlying the principle of the dialog so that they are always aware of the value of their efforts, but the material should be presented in a variety of ways. For example, teachers may use a narrative form here, developing the concepts and structures found in it and emerge at the end of the unit with a dialog format. Or they may present each segment of the dialog through drawings, illustrate them by hand puppet performances, or develop overlays for the overhead projector to conform to the cues in each segment. Rather than insist on complete memorization before development and adaptation, teachers could treat each line as a personal statement pertaining to the student's experiences. The statement *Voy a casa, y después a una fiesta* can yield a wide range and variety of questions, answers, and controlled comments. Through such questions and answers and immediate development and adaptation, the essential material to be covered in the dialog or basic sentences can well be mastered. Recordings of the students' voices can add a lot of life and laughs to lighten the process.

One must, of course, bear in mind that the structural content must not be changed or the drills dependent on them will have to be varied as well. Yet, it is equally important for the teacher to realize that the exact reproduction of the dialog is not the sole objective. If the student knows much of the work, and in speaking substitutes a meaningful phrase in the place of the one in the dialog, the teacher can feel a certain gratification in knowing the prime purpose has been served and real communication has been achieved.

Extent of Mastery:

The question often arises to what extent the dialog or the basic sentence structure must be mastered before the class proceeds to structure drills, dialog adaptation, or testing. Certainly the teacher dare not wait until even the slowest student has achieved 100 percent mastery without thoroughly boring the majority of the class.

The remaining mastery may well be attained through the processes attendant upon re-entry, recombination, question-and-answer, dialog adaptation, and even vocabulary drill.

Total mastery by every student can be a more idealistic goal than a practical one.

Aids to Mastery:

As the material is presented, teachers can make good use of commercial or homemade posters or cards which illustrate the dialog situations. These and other visual stimuli make rapid learning more possible since students will tend to associate a phrase or structure with a gesture or other visual cue. The students may be assigned disks or tapes and be expected to practice the dialog at home. (If disk recordings accompany the text being used, every effort should be made to make them available to the student. Some schools purchase them; other schools make the purchase of the recordings by the student obligatory. A group of three or four students might share a set of recordings.) Students who do not learn as quickly as the rest of the class might be encouraged to attend extra language laboratory sessions rather than having them hold up the progress of the class.

Time Allotment:

The presentation, repetition, and memorization of a dialog should not occupy a disproportionate amount of class time. Teacher's manuals give suggested time allotments for a class period. It is suggested that the teacher using the materials for the first time follow the teacher's manual closely. A total of 15 minutes is appropriate for the new dialog, usually divided into sections of 10 minutes for presentation during the first part of the class period and 5 minutes for review of the new dialog toward the end of the period. Once it has been overlearned, the current dialog should be recited only once or twice a day. As a general rule, it is suggested that something new (preferably not dialog material) be introduced frequently but that not more than 10-15 minutes in a period be allotted to this, the bulk of class time being spent on re-entry and drill of previously learned materials. As stated above, re-entry of learned dialog need not be limited to pure recitation. The same benefits are derived by presenting them (1) through question and answer during the warmup portion of the period, (2) as homework in recombination forms, and (3) as related to students' own experiences.

Each dialog the students have learned should be recited at least once a week thereafter. The teacher may choose two or three different dialogs for each day. These recitations can be used to provide a respite from pattern practice and serve as review of learned structures and vocabulary. New material, too, should always be related to previous dialog situations.

Progressing from Memorization to Speaking

Dialog memorization and pattern drills demonstrate authentic language to the students and allow them to practice uttering what someone else has decided that they should say. Before they can reach the goal set for them--to speak the language in a noncontrolled situation--they also need to practice selecting the patterns and vocabulary needed by them to say whatever they themselves want to say. With such practice, these selections will gradually be made more and more spontaneously. The speakers' thoughts can then be on the message to be communicated rather than on the structures and vocabulary they're using to express the message.

This practice can begin through the adaptation of the dialog or phrase structures to different contexts and situations.

Adaptation of the Dialog:

Some adaptation of the dialog is usually possible before pattern practice begins. At this point, however, variations from the structures presented in the dialog should be severely limited to functional items of high frequency such as tú and Vd. forms.

Adaptations can be presented as simple question-answer drills. They should be related directly to a basic dialog and the others using slightly different elements which can encourage the student to use previously learned vocabulary in the context of the new dialog and to adapt the new dialog to new situations.

Textbooks and manuals frequently give questions and answers for use at this stage. These are suggestions for adaptation only, and are not to be memorized by the students. They have already memorized enough material in the dialog or basic sentences.

The questions and answers should encourage the student to feel that they have communicated their own ideas or information. Through the technique of reversed role, they can ask questions as well as respond to the teacher, so that it is imperative that the student be well versed in the role of questioner.

As the skill of the students increases and the students are able to go beyond the bounds of rigidly controlled structures, a few students may be assigned to improvise a conversational recombination based on previously mastered elements. Near the end of the first year, capable individuals should be encouraged to prepare short oral descriptions of friends, situations, and personal experiences, firmly based as always on previously learned vocabulary and structures. Others in class can be stimulated to ask simple questions based on these short presentations, thus checking group comprehension and exercising question-making skills.

Control of Directed Dialog:

The directed dialog (oral) is a very important evaluation technique since it affords an insight into the students' ability to comprehend and manipulate structural changes. However, its premature or incorrect use can result in chaos and confusion and a lessening of the students' confidence in their own ability to learn and progress. Before this technique is used the teacher must be certain that the class has achieved control of the structures involved and that it understands the method of handling the drill.

Since the class spends a great deal of time in activity involving repetition, some students may tend simply to repeat the instruction of the teacher during directed dialog practice. The students must be made to understand that this procedure is not always correct; that they must listen to verb endings indicating a change of person or to pronouns indicating a change of object. A good practice is to select the best students in the class for the performance of any new directed dialog involving structural change of any type. If the item defies even these students, the teacher will do well to demonstrate it, taking both parts and pointing out the required changes of structure. Choral responses need caution because there is the possibility that some students will not utter the correct response.

The first few presentations of the directed dialog technique might effectively be done in English with the teacher taking both parts. Example:

Teacher. John, ask me how I am.

Teacher (taking John's role). Sir, how are you?

Teacher. Fine, thank you.

The teacher repeats the demonstration in English, then repeats the direction and answers in Spanish. Once the procedure is firmly grasped by the students, the teacher develops it further by gradually adding expressions such as ask me, tell me, order me, ask him, ask her, ask them, ask us. This exercise takes a great deal of patient practice but the results are well worth the effort.

Securing Independent Responses:

Teachers should avoid frequent repetition with the class in choral repetition or response situations since individuals may tend to use this as a crutch. In such situations, the teacher may experience great difficulty when trying to elicit independent oral responses. After the initial introduction of the new material, accompanied by numerous solo repetitions by the teacher, the teacher may, when directing the first choral repetitions of this material, find it helpful to mouth the words and phrases without giving voice to them.

If a student seems especially hesitant or at a loss, teachers may help maintain fluency by supplying the word, the phrase, or simply the rhythmic pattern. If necessary they may ask a question or provide a visual cue which will elicit the desired response.

Variety in Response Groups:

When introducing new dialog or drilling previously learned dialog, only a limited portion of the time allotment for this activity should be spent on full choral class response or repetition. Variation of this practice to include semichoral response, response by rows, response by boys only, by girls only, by individuals, and so forth, will help to keep the class alert and to pinpoint individual difficulties.

Additional variation in the presentation and response can be elicited by instructing the students to go faster than slower, by assigning different parts to separate rows, by alternating between the teacher and a student, one student and another, the teacher and the class, or a student and the class, then reversing the roles completely.

No matter what techniques are employed, the drill session should terminate with individual rather than group responses. Teachers must know when to stop (before boredom sets in). A change of pace and activity - even if things are going well - is the key to a "fast" moving class.

The Reading Skill

Students whose initial contact and experience with the foreign language has been exclusively audio-lingual can be systematically guided by a knowledgeable teacher to the point where they can read with a maximum of direct symbol-referent association and a minimum of decoding and translation. Techniques which initiate reading and aural-lingual work simultaneously take special care and caution that not too much is presented initially. This prevents overwhelming the students.

Phases in the Procedure

In order to arrive at the desired goals, the students are guided through several phases of reading. During the first phase, the student learns to associate sound with written symbol. They read material that is exactly the same as that which they have memorized and mastered orally. There is no problem with comprehension, because the students have learned the meaning of what they are reading during the audio-lingual phase or other preparation.

Introducing Reading:

The first dialog or set of basic sentences is introduced for reading in accordance with the procedure outlined in the teacher's edition. After sufficient choral reading of the basic material has been accomplished, both by line and by groups of lines, the teacher has groups, then individuals read a sentence or a section of the material. He or she draws attention to the symbol representation of similar sound groups without dwelling on this aspect. On the following days the teacher might put isolated sentences on the board and have students read them chorally and individually. He or she might then have the students read them in reverse, isolating each word or phrase in order, thus forcing concentration on the individual items and preventing memory from being brought into play. The teacher may use flash cards to drill isolated words or phrases, varying the order in which these appear. He or she goes through 10 to 15 words at a time, calling for individual reading. Flash cards frequently prove advantageous because they require instantaneous recognition and response on the part of the student. The teacher may choose to write on the board 10 to 15 unconnected words in no special order for choral and individual reading. To reinforce comprehension he or she may create partial sentences, requiring the students to complete them with a word or phrase from the list on the board. The teacher may check further by asking the class to point out the sentence, word, or phrase which describes a particular action, fact, or object or the teacher may ask questions about a sentence to elicit specific words found in the sentence.

Reading Adaptations and Drills:

When the students are able to read the basic material well, they may also read dialog adaptations and pattern drills. This total procedure helps the class make the transition to the next reading phase. The students should not encounter many difficulties in reading this material if it has been reintroduced frequently as oral practice. The students are also cautioned that their ears are more reliable than their eyes at this point.

Teachers may initiate the presentation of the basic dialog or basic sentences of the new material while the class is still in the reading phase of the preceding unit. Or they may decide on a concurrent audio-lingual and visual presentation of new material. They may wish to introduce the initial elements of the new unit audio-lingually and then follow this the next day with reading drill and writing practice based on these elements. Memorization takes place with the aid of the printed word at the same time the class receives further training in sound-symbol association. Each segment of the basic material is presented and drilled in this way until all of it has been mastered. It is well to remember that overlearning is still important at this stage. Sound-symbol interference from English has not yet been fully overcome.

After the students have been permitted free use of reading in the review and practice of adapted materials, the occasional error in pronunciation can frequently be corrected by direct recourse to the dialog line where it originated. For example, the student reads: Voy a casa a buscar mi guitarra pronouncing the final word as /quitárra/ or /hitárra/. The teacher can direct him to close his book and answer the question ¿Por qué vas a casa? The student's response will generally elicit the correct pronunciation which can now be transferred to the misread line.

Sound-Symbol Reinforcement:

In order to reinforce correct sound-symbol association, reading drills are practiced in class. Particular stress will be placed on symbols which represent different sounds in Spanish and English, e.g., vowels e, a, and consonants, j, ll, y, or symbols that represent more than one sound, e.g., c, r, g,; or symbols which do not exist in English, e.g. ñ and the silent letter h. Where one sound is represented by more than one symbol, e.g. b and v, g and j, c and qu, g and gu, s, z, and c, difficulties may arise both in spelling and reading.

Cognates such as control, contraste, percha, causa can create a number of problems and thus require extensive drilling.

Looking up every word can become counterproductive. Students should strive for general comprehension whenever possible.

All of the above problems may be lessened in degree or eliminated through use of the drills described below.

1. The Spanish sound represented by the symbol is different from the English sound.

Symbol (j)

Juan	justamente	junio	jai-alai
José	jueves	julio	
Jugar		lejos	

The class sees on the board the above list of words already mastered orally and, following the teacher's lead, pronounces them several times chorally, then individually. On the following day they see some of the same words in slightly longer contexts and are called on chorally and individually to read the phrases.

Examples:

Es Juna.	Es jueves.	Voy en junio.
José no está.	En julio.	Me gusta jugar.

After completing this activity the teacher may write on the board several additional words previously encountered containing the key symbol, leading the class in choral and individual repetition. These words or expressions should contain no additional problem points.

Examples:

ajo	bajar	juro	jamón
Tajo	jugo	eje	lujo

On the third day the class sees the above words in short utterances and those of the previous list in longer utterances and proceeds to read, chorally and individually, without a teacher model. Of course, as in any drill procedure, immediate correction of errors, followed by repetitions of the corrected item, will follow. Corrections can be made subtly without interrupting the pace or embarrassing the student. Repeating the word correctly, having another student say it correctly or coming back after another example are just a few ways of making corrections smoothly.

Examples:

Quiero ajo.	Voy a bajar.	Te lo juro.	Dáme jamón.
el río Tajo	Prefiero el jugo.	Es el eje.	una casa de lujo
Juan y José no vienen el jueves.			
En julio voy a jugar al jai-alai.			
Justamente por eso no van muy lejos.			

After the sound of j has been thoroughly drilled the teacher can introduce English symbols which may cause an interference with the proper sound production. The Spanish j may be contrasted with Spanish h to make certain that there is no carry over from language to language. The teacher places on the chalkboard, and reads aloud sentences like the following:

Hasta el jueves.

José es de la Habana.

Cojo la hoja.

Juan es mi hijo.

Hay ajo en la harina.

2. The Spanish symbol represents more than one sound.

Symbol (c)

cinco	hacer	trece	doce
dice	cestita	cerca	quince
cine	decir	once	catorce

The class sees on the board the above list of words already mastered orally. The teacher then proceeds in the same manner as described above for item 1, meanwhile pointing out to the class the ce and ci and se and si symbol combinations as representations of the sounds /se/ and /si/.

In order to drill further the concept presented and practiced on the previous day, the teacher might lead the class in reading a word list such as the list below so that the visual juxtaposition of the ce, ci words with the se, si groups may serve to reinforce the sound-symbol association.

Examples:

hacia	ciudad	lápices
cita	siete	posible
silla	seis	similar
sierra	cima	cinta
cierra	cerrar	sepa

The ca, co, cu combinations are then introduced in a similar manner. When the class has demonstrated its ability to read correctly items containing the letter c in combination with any vowel, the teacher presents for oral reading longer utterances which include several of these combinations.

Examples:

Cerca de cada cine hay cinco casas.

Celia tiene cuidado cuando tiene cita en la ciudad.

Carlos decide no hacer caso al cocinero.

Clarita compra doce cestitas y trece cebollas.

The same drill can be extended to cover the contrastive combinations as in ce-que: cena-quena, torce-toque, celo-Raquel, cita-quita, cito-quito.

3. The "ñ" is a symbol that does not exist in English.

Symbol (ñ)

una - uña	cano - caño	pina - piña
mono - moño	dona - doña	empanar - empañar
cana - caña	pena - paña	tino - tiño

The teacher reads from the board the above list of minimal pairs pointing out the sound differences represented by n and ñ. As a follow-up, after sufficient drill practice, a series of sentences is presented and groups and/or individuals are called to read them.

Doña Cina, una española muy mona, tiene veinte años.

El tono del mono me parece extraño.

No vale la pena buscar piñas ni entre las peñas ni en los pinos.

4. The "h" in Spanish is a silent letter.

Symbol (h)

ahora	hay	hombre	hospital
hace	helado	honor	hoy
nombre	hermano	hora	huevo
hasta	hola	horrible	huir

The teachers model from the above list written on the board. Class repeats chorally and individually. Teachers point out that the letter h is always silent in Spanish and relates this fact to the English cognates on the list that have silent h. They may explain further that both ue and ui are preceded by a silent h when not preceded by a consonant. For a point of interest, they might indicate that a number of Spanish words with initial h were spelled with initial f in the original Latin, as in the following pairs:

hablar - fabulare	hierro - ferrum
hacer - facere	hijo - filius
harina - farina	humo - fumus

After sufficient practice with single words, individual, unrehearsed oral reading of longer utterances may be undertaken. This last activity is valuable in all situations described above since it helps the teacher verify whether the class has assimilated the points in question.

Examples:

El hombre no tiene hijos.

Hay humo en el hospital hoy.

Mi hermano tiene hambre.

Están hablando de huevos y helado.

The initial reading phase continues through the first semester of Level I and overlaps the second phase. It may be continued through the entire year if the teacher considers the practice employed to be efficacious and valuable.

Using Recombination Narratives:

In phase two, which may begin shortly after the introduction of reading, the teacher may present to the class simple variations of the basic material in narrative form. These narratives are especially prepared for reading practice. They are not to be memorized. Known structures and lexical items are recombined into single sentences and/or short paragraphs for presentation in class. These recombinations should not include any new structures. New lexical items should be severely limited and their meanings explained to the class beforehand, preferably in Spanish or by dramatization or picture. In addition, a few simple questions may be designed in order to assure the teacher that there is full comprehension and that the pupil can make the necessary changes in verb forms, or other changes as required in question-answer practice. By the end of Level I all the lexical items and structures will have been recombined for use within many contexts.

Recombination narratives may seem rather difficult for some pupils. Pattern practice drills, when read aloud, sometimes help eliminate problems. Drills which help students to manipulate structures will also help them with the comprehension of recombined material. These might include expansion or contraction drills, completion drills, and translation or variation drills.



McKinley High School

The Writing Skill

The goal is deliberately limited in scope in order to concentrate on the mastery of the relation of the sound to the visual symbol without recourse to the intermediary of English.

The objectives of writing in Level I therefore are mainly limited to the transcription of what the students can say and read. About 15 percent of the time allotted to this level is used to develop the writing skill.

Perhaps the most common practice employed by the teacher of Level I whose classes have already begun reading has been to assign the simple copying of the dialogs, sentences, or conversations already mastered orally. The pupils say them, manipulate and adapt them, read them, and finally attempt to copy them. Although this may seem overly simple to the teacher and some students, it is a good basic tool (if not overdone) and is something that even slow learners can benefit from.

Using Pattern Drills:

While the copying of dialog lines or basic sentences is a valuable introduction to the writing skill, so is the copying and the written manipulation of previously learned pattern drills. Students should be able to demonstrate their ability to manipulate in writing most, if not all, of the patterns previously learned audio-lingually.

Later drills may include the changes from declarative to interrogative, affirmative to negative, and others.

During the latter part of Level I, the teacher may wish to expand the writing program to include responses to questions which have been patterned on materials already mastered orally.

If homework is being written on the board prior to its examination and correction by the class, the teacher may well be utilizing the time reviewing old drills and learned dialogs and practicing pronunciation. The teacher should not attempt to introduce new material unless all the students present are at their seats.

Providing Time for Follow-up:

When scheduling dictation or other types of writing practice, teachers should allot sufficient time for correction of the exercise and explanation of general concepts illustrated by the written items. Although the writing exercise is done at the end of the class period, adequate time needs to be provided for this in the teacher's daily class plan, so that these activities are not simply tacked on to the tail end of the class period.

SCOPE AND SEQUENCE OF THE SECONDARY SCHOOLS SPANISH PROGRAM

The secondary school Spanish Program is usually a three- or four-year program, but often a six-year program with the first level being offered in the intermediate schools and continued throughout the high school years. The Scope and Sequence Charts attempt to describe the development of the four basic skills (listening, speaking, reading, writing) in a sequential order from simple to complex. Not only are the items under each skill listed in sequence of study, but the skills themselves are listed in sequence of development.

Flexibility is necessary in categorizing the steps of development into levels of study. One reason is that the individual steps may very often overlap. For example, Step 7 of Listening Skills Development, Level I, could possibly be included in Level II as well. That is to say, the inclusion of a particular step in one level does not necessarily imply that it cannot be included in the following level. Similarly, the basic skills themselves may overlap. Speaking does not develop only after listening is completed. They are developed simultaneously.

Another reason for adaptability in categorizing the steps is that, in some instances, individual steps may be interchanged. Step 12 in Speaking Skills Development, for example, may be reversed with Step 11 without much difficulty. Whatever the case may be, one can correctly assume that getting from Step 1 to Step 23 of Speaking Skills Development does, indeed, necessitate the accomplishment of all intermediate steps (Steps 2-22).

Pervading the development of each and all skills is the development and expansion of an active as well as passive vocabulary without which a student would be left with only patterns, tenses, or modes which are very limited resources and inadequate for the real use of the language.

SCOPE AND SEQUENCE CHARTS

LISTENING SKILLS DEVELOPMENT

Step 1. Simple vowel/consonant discrimination

2. Comprehension of simple meaningful utterances

L 3. Recognition and comprehension of simple patterns

E V 4. Recognition and comprehension of present tense

E L 5. Recognition and comprehension of statements and interrogatives

I 6. Comprehension of simple dialogues

7. Comprehension of simple passages

— 8. Comprehension of simple songs, poems

9. Discrimination of vowel clusters and linkage

L 10. Recognition and comprehension of past and present tense, progressives, perfects

E V 11. Recognition and comprehension of imperatives

L 12. Recognition and comprehension of subjunctive

II

13. Recognition and comprehension of word patterns

14. Comprehension of more difficult dialogues, narratives, songs, poems

15. Reinforcement of vowel clusters/linkage discrimination

L

E 16. Reinforcement of intonation patterns

V

E 17. Reinforcement of verb tense discrimination

L

III 18. Reinforcement of verb mode discrimination

19. Recognition, comprehension and discrimination of active and passive voice

20. Reinforce discrimination of word order patterns

— 21. Recognition of variations in speech patterns

L 22. Recognition, comprehension and reinforcement of all the above

E

V

E

L

23. Comprehension of standard Spanish spoken at normal speed

IV

SPEAKING SKILLS DEVELOPMENT

Step 1. Production of simple vowels, consonants

2. Repetition and usage of simple meaningful utterances

L 3. Repetition and usage of simple patterns

E

V 4. Repetition and usage of present tense

E

L 5. Repetition and usage of statements and interrogatives

I 6. Production of affirmative and negative statements

7. Repetition of simple dialogues

____ 8. Singing/recitation of simple songs/poems

9. Production of vowel clusters, linkage

L 10. Repetition and usage of past and present tense, progressives, perfects

E

V 11. Repetition and usage of imperatives

E

L 12. Repetition and usage of subjunctive

II 13. Repetition and usage of word patterns

____ 14. Recitation/singing of more difficult dialogues, narratives, poems/songs

15. Proper pronunciation of vowel clusters, linkage

L 16. Usage of proper intonation patterns

E

V 17. Usage of appropriate verb tenses

E

L 18. Usage of appropriate verb modes

III 19. Usage of active and passive voice

— 20. Usage of appropriate word order patterns

L 21. Enactment of dramatic roles and presentation of oral reports, etc.

E
V 22. Usage of all of the above

E
L 23. Speaking standard Spanish at normal speed

IV

READING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

L 2. Recognition of punctuation and accent marks

E

V 3. Association of spoken word with written word

E

L 4. Recognition and comprehension of simple patterns

I 5. Recognition and comprehension of present tense

_____ 6. Comprehension of written material such as simple dialogues, songs, passages, etc.

7. Reading with proper pronunciation and intonation simple dialogues, songs, passages, etc

8. Recognition of vowel clusters and linkage

L 9. Association and observance of accent marks with stress

E

V 10. Recognition and comprehension of past and present tense, progressives, perfects

E

L

11. Recognition and comprehension of imperatives

II

12. Recognition and comprehension of subjunctive

13. Recognition and comprehension of word patterns

14. Comprehension of more complex dialogues, songs, passages

15. Reading more complex dialogues, songs, passages, etc., with proper pronunciation and intonation

16. Application of proper stress patterns and accentuation

17. Application of vowel clusters/linkage

L 18. Comprehension of verb tenses

E

V 19. Comprehension of verb modes

E

L 20. Recognition and comprehension of active and passive voice

III 21. Comprehension of word order patterns

_____ 22. Reading with proper pronunciation and intonation

L 23. Observance and comprehension of all of the above

E

V 24. Comprehension of material written in standard Spanish

E

L

IV

WRITING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

2. Recognition of punctuation and accent marks; capitalization

L

E 3. Translation of spoken word to written word (through dictations, etc.)

V

E 4. Usage of simple patterns to form meaningful sentences

L

I 5. Recognition and comprehension of present tense

6. Awareness of agreement of nouns and adjectives, and subjects and verbs

7. Transformation of affirmative to negative statements; statement to interrogative

8. Written exercises on the above

9. Writing of simple dialogues/paragraphs

10. Recognition and translation of vowel clusters and linkage

11. Usage of accent marks for stress

12. Recognition and comprehension of past and present tense, progressives, perfects

L 13. Comprehension of sequence of tenses

E

V 14. Recognition and comprehension of imperatives

E

L 15. Recognition and comprehension of subjunctive

II 16. Recognition and comprehension of word patterns

17. Transformation of statements to commands

18. More difficult dictations of words, sentences, short paragraphs

19. More difficult written exercises

_____ 20. Writing of short paragraphs, dialogues, etc.

21. Reinforcement of sound-letter correspondence

L 22. Reinforcement of verb tense discrimination

E

V 23. Reinforcement of verb mode discrimination

E

L 24. Transformation of active to passive voice

III 25. Reinforcement of word order patterns

26. Reinforcement of writing answers to questions

27. More difficult dictations of sentences and narratives

_____ 28. Writing of short compositions on specified topics

L 29. Paraphrasing of dialogues, short stories

E

V 30. Writing of more complex compositions, dialogues

E

L 31. Usage of all of the above

IV 32. Writing of material in standard Spanish

CONTENT AND SKILLS OF LEVEL I-IV

In the following pages each of the levels and skills development of the Spanish language is described first according to content areas such as phonology, morphology, syntax, vocabulary and culture. It is hoped that upon completion of each level, a student will have been exposed to the items listed in each of these areas.

Levels and skills development are also described according to general expectations of the student upon completion of one particular level of study. For example, Level I Listening Skills describes the kinds of listening capabilities that a student should have at the end of Level I studies.

Generally speaking, if one were to very briefly describe the expectations of a student after completion of each level, it would be as follows:

Level I: The student will be able to...

- A. discriminate between English and Spanish sound system.
- B. mimic with a high level of accuracy all Spanish sounds encountered.
- C. discriminate between English and Spanish word order and forms.
- D. comprehend and use basic sentence patterns of Spanish.
- E. converse at an elementary level and in the present tense about topics such as school, the weather, introducing friends, the family, Christmas, etc.
- F. recognize and discuss cultural items such as tú vs. usted, el patio, Spanish system of writing names, etc.

Level II: The student will be able to...

- A. mimic and use the Spanish sound system.
- B. recognize and use the appropriate past tense forms.
- C. comprehend and give commands.
- D. recognize forms and usage of the subjunctive.

- E. converse and read at an intermediate level about topics such as travel and transportation, dining at a restaurant, shopping, making phone calls, etc.
- F. recognize and discuss cultural items such as platos típicos, tourist attractions and historical sites, el regateo, etc.
- G. write short paragraphs on any of the topics listed in E and F above.

Level III: The student will be able to...

- A. use the Spanish sound system with a high level of accuracy.
- B. comprehend and utilize sequence of tenses.
- C. discriminate between active and passive voice.
- D. comprehend usage of subjunctive and conditional.
- E. utilize pronouns appropriately and accurately.
- F. converse and read at a more advanced level about topics such as current events, government, history, medical appointments, etc.
- G. recognize and discuss cultural items such as systems of education and government, historical highlights and personalities, recreation, etc.
- H. write longer narratives/compositions on the topics listed in F and G above.

Level IV: The student will be able to...

- A. utilize the Spanish sound system proficiently.
- B. utilize appropriate grammar, structures, etc., to communicate effectively.
- C. converse with high level of proficiency on any subject to which he/she has been exposed.
- D. understand cultural differences and behavior of Hispanic peoples.
- E. read various literary genres for personal interest, use.
- F. write clearly and effectively and in a style appropriate to the occasion.
- G. demonstrate his/her understanding of Hispanic culture and its particular nuances.

In each of the levels described above, all instruction and learning experiences should focus not only on the development of the four basic skills in the priority discussed previously under Scope and Sequence, but, also, on the development of the content areas according to the following priority: phonology and morphology, vocabulary and culture, and then syntax. Adherence to these priorities can lead toward satisfactory implementation of the program and achievement of its goals and objectives.

Naturally, texts will vary in emphasis and pace. It is up to the teacher to determine the applicability to a particular school and class.

LEVEL I

PHONOLOGY	MORPHOLOGY	SYNTAX
Recognize the relationships between sounds & written symbols. Note the close "fit" between phoneme & grapheme in Spanish. Consonant & vowel sounds. Stop & fricative d, g, b. Spanish vs. English systems of stress. Intonation & rhythm in statements & questions. Diphthongs. Recognize liaisons between like vowels & consonants.	Recognition & use of basic grammatical forms. Gender, number, & subject-verb agreements are necessary to convey meaning. Tú & Usted forms. Contractions. Regular present of AR, ER, IR verbs. Present of <u>ser</u>, <u>estar</u> & <u>ir</u>. Possession with <u>de</u>. Personal <u>a</u>. Articles, nouns & adjectives (gender, number). Placement of <u>no</u>, placement & agreement of adjectives. Present with future meaning (<u>IR a</u>). Cardinals & ordinals. Pronouns with prepositions. Stem changing verbs. Object pronouns (form & position). Possessive adjectives. Comparison of adjectives & adverbs. Subject-verb agreement (person, number).	Realization that basic English & Spanish word order are the same with respect to the position of subject, verb & predicate; however object pronouns precede verbs unless verb form is infinitive. Affirmative & negative statements; interrogatives. Position of adjectives. Word order to denote possession. Position of pronoun. Difference between positions of demonstrative pronouns & adjectives.

LISTENING SKILLS

Simple utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech.

According to the classroom setting and the materials used, the student will...

- recognize the letters of the alphabet.
- distinguish the sounds of Spanish in minimal pairs of one or two syllables.
- demonstrate listening comprehension of the basic sound system of Spanish, including pronunciation, rhythm, and intonation.
- demonstrate understanding of routine classroom directions given in Spanish.
- distinguish affirmative, negative, and interrogative utterances.
- demonstrate comprehension of various situations and vocabulary such as:
 - greetings

2. classroom objects
 3. giving and asking names, etc., as listed under vocabulary.
- G. identify the appropriate response to oral questions or statements.
- H. recognize selected interrogative words in Spanish such as:
1. ¿quién?
 2. ¿dónde?
 3. ¿cuándo?, etc.
- I. demonstrate comprehension of selected common prepositions such as:
1. a
 2. de
 3. con
 4. antes de, etc.
- J. demonstrate comprehension of structures and grammar within the parameters of the level of study.
- K. identify the topic of simple dialogues and/or paragraphs.
- L. demonstrate comprehension of familiar materials in new contexts.

LEVEL I

VOCABULARY

CULTURE

C Words make up a language. To communi-
O cate, one must grasp their meaning
N without conscious reference to Eng-
C lish.

E
P
T

Approximately 1000 lexical items.

Basic topics:

All forms listed under MORPHOLOGY,
Level I, i.e., definite & indef-
inite articles, interrogatives,
etc.

Content words:

greetings
social amenities
introduction of people
giving & asking names
classroom expressions
numbers 1-1000
colors
telling time (clock)
dates (calendar)
school
family
meals, common foods
weather
Christmas
age
birthdays
sports, diversions
health
days, months, seasons
names of South American countries
names of languages
basic prepositions
interrogatives

Students listen to selections in
which known material is rein-
forced or put into new combina-
tions.

Cultural items are an integral part of
the spoken & written language. One must
be aware of the cultural nuances in or-
der to communicate appropriately.

Present patterns of behavior typical of
Spanish-speaking people such as:

greetings
showing respect (tú & usted)
introducing friends
gestures (adiós, ¡ojó!, etc.)
la piñata
la siesta
el patio
names of married women
proverbs

school matters in Hispanic countries
Selections from children's literature,
singing, etc. Presentation of culture
capsules to compare & contrast Eng-
lish and Spanish-speaking cultures;
meals, holidays, marriage, the fam-
ily, etc. Dictations utilizing cul-
tural content & other written exer-
cises in which students demonstrate
their knowledge of behavior & cul-
ture.

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LEVEL I

S P E A K I N G	PHONOLOGY	MORPHOLOGY	SYNTAX
	Consonant & vowel sounds. Lack of schwa in unstressed vowels. Stop & fricative d,g,b. Spanish vs. English systems of stress. Intonation & rhythm in statements & questions. Production of vowel & consonant liaisons.	Same as LISTENING	Denote possession; correct position & form of adjectives. Transformations of statements into questions & affirmations into negations. Position of object pronouns, differences between the position of demonstrative pronouns & adjectives.

SPEAKING SKILLS

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Spanish and are not offensive to the speaker's ear.

According to the classroom setting and the materials used, the student will...

- mimic all sounds of Spanish.
- mimic all dialogue sentences and structures.
- repeat the alphabet and spell orally.
- ask and answer simple questions based on vocabulary and structures elaborated under LISTENING objectives.
- pronounce and sing the words of selected Spanish songs.
- use correctly and appropriately the vocabulary and structures elaborated under LISTENING objectives.
- use culturally acceptable forms and behavior in dialogues, etc.

LEVEL I

VOCABULARY

CULTURE

S Approximately 800 words and expres-
P sions.
E
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See LISTENING

LEVEL I

	PHONOLOGY	MORPHOLOGY	SYNTAX
R E A D I N G	Association of sounds with written symbols especially <u>ll</u> , qui, que, ca, co, cu, h, r, rr, n, gue, gui. Read aloud with proper pronunciation & intonation. Knowledge of proper syllabication & accentuation.	Practice with items listed in LISTENING, especially number & gender of nouns, adjectives, number & person of verbs & pronouns. Agreement of adjectives with nouns & verbs with subjects.	Exposure to basic forms or word order through short readings. Introduction to more complex sentences where basic word order presented in new contexts.

READING SKILLS

All reading should incorporate only material which has been previously learned through listening and speaking skills. Emphasis is on the directed and semi-directed reading approaches.

I. Directed

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of materials read aloud such as dialogues, songs, selected reading passages, poems, etc.
- B. read aloud materials such as dialogues, songs, selected reading passages, poems, etc.

II. Semi-Directed

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of materials read silently such as dialogues, songs, selected reading passages, poems, etc.
- B. read silently materials such as dialogues, selected reading passages, songs, etc.

III. Independent

Generally not applicable at this level.

LEVEL I

VOCABULARY

CULTURE

R
E
A
D
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G

Approximately 1200 lexical items.

See LISTENING.

LEVEL I

PHONOLOGY	MORPHOLOGY	SYNTAX
Spell vowel and consonant sounds correctly, especially ll, qui, que, ca, co, cu, r, rr, n, gue, gui, ua, ue, ui, uo. Construct meaningful sentences in Spanish. Basic principles of stress (hablo, hablo, estas, estas)	Written use of forms listed in LISTENING. Write simple sentences from dictation. Capitalization. Write short paragraphs, dialogues.	Rewrite statements into questions. Change affirmations into negations. Written exercises on adjectives, negatives, articles, object pronouns, etc., as listed in LISTENING.

WRITING SKILLS

Writing is based on material which the student has first encountered orally and has read silently or aloud.

I. Copying

According to the classroom setting and the materials used, the student will...

- A. write letters of the alphabet, accents, numbers, and punctuation marks.
- B. copy words, phrases, dialogues, songs, poems, and/or paragraphs.

II. Dictations

According to the classroom setting and the materials used, the student will...

- A. write letters of the alphabet, accents, numbers, and punctuation marks as dictated.
- B. write words, phrases, dialogues and/or sentences as dictated.

III. Directed Writing

According to the classroom setting and the materials used, the student will...

- A. rewrite sentences making necessary changes in structure or form.
- B. write answers to questions based on selected material which has been read.
- C. write simple paragraphs based on guide questions for selected materials.

IV. Independent Composition

According to the classroom setting and the materials used, the student will...

- A. write simple sentences and/or paragraphs of 30 to 40 words describing familiar pictures and objects.
- B. write simple sentences and/or paragraphs of 30 to 40 words based on familiar situations, dialogues, etc.

LEVEL I

VOCABULARY

CULTURE

W Approximately 800 words & expressions.

See LISTENING.

R
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LEVEL II

	PHONOLOGY	MORPHOLOGY	SYNTAX
C O N C E P T	Contrast between syllabication in writing (los-a-lum-nos) & speaking (lo-sa-lum-nos). Realization of the relationship between sounds & written symbols.	Realization that Spanish speakers express ideas with different grammatical structures (por & para, imperfect & preterite, etc.).	Realization that English and Spanish word order is essentially the same with a few exceptions; position of object pronouns & reflexive pronouns, idiomatic expressions (gustar, faltar), <u>hacer</u> with expressions of time.
L I S T E N I N G	Review basic phonology of Level I. Also present vowel clusters, emphasizing diphthong; fusion of vowels (donde estás); linkage (los alumnos). Intonation & rhythm in commands. Develop auditory discrimination between tenses.	Imperatives. Imperfect vs. preterite. Progressives & perfects. Reflexive verbs & pronouns. Present progressive. Future. Present subjunctive. Indicative vs. subjunctive (limited). Sequence of tenses. <u>Hacer</u> with expressions of time.	Position of pronoun including affirmative commands, infinitives & gerunds, reflexive pronouns. Word order with <u>gustar</u> , <u>faltar</u> , etc. Word order with <u>hacer</u> in expressions of time. Use of subjunctive in subordinate sentences. Word order in comparisons of adjectives & pronouns. Position of relative pronouns.

LISTENING SKILLS

All utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Utterances become longer and more complex.

I. Situational

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of various situations and vocabulary, such as:
 1. all subjects listed under Level I Listening Skills, but in greater depth.
 2. shopping and dining at a restaurant.
 3. vacation travel expressions (routes, hotels, tickets, reservations).
 4. traffic directions, addresses and telephone numbers.
 5. selected historical sites and facts, geography.
 6. selected literary and historical figures, etc....
- B. identify the appropriate response to an oral question or statement.
- C. demonstrate comprehension of recombinations of familiar material.
- D. demonstrate comprehension of the topic and the details of dialogues and other oral presentations.

- E. demonstrate comprehension of unfamiliar words and phrases through sensible guessing within the context of a familiar topic.

II. Structural

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of the structures listed under Level I Listening Skills, but in greater depth.
- B. demonstrate comprehension of the following structures and grammar:
1. regular verbs in the following:
 - a. tenses
 - (1) simple present
 - (2) preterite
 - (3) imperfect
 - (4) selected perfect and progressive
 - (5) future
 - b. forms
 - (1) infinitive
 - (2) imperative
 - (3) past participle
 - (4) present participle
 - (5) subjunctive (for recognition only)
 2. selected irregular verbs in the above tenses and forms
 3. reflexive verbs in the above forms
 4. simultaneously placed direct and indirect object pronouns
 5. shortened forms of adjectives
 6. subordinate clauses

LEVEL II

VOCABULARY	CULTURE
Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.	In listening, speaking, reading, & writing cultural patterns are apparent & must be observed by a native or non-native speaker of the language.
1200 lexical items above Level I.	
Basic items: Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for Levels I & II within contexts utilizing the most functional patterns & vocabulary: Verb forms like <u>gustar</u>, <u>faltar</u>; use of the imperfect & preterite, future & present progressive, use of object pronouns, imperative.	Expose students to selected topics presented in short conversations. Topics suggested at this level include songs, music, childhood literature, proverbs, games, festivals, <u>platos típicos</u>...activities related to the climate & cultural heritage, geography, selected historical sites & facts, selected tourist attractions, selected literary & historical figures, <u>el regateo</u>, <u>la serenata</u> as illustrated by films, slides, tapes, records & guest speakers. Student participation is essential. Presentations & reviews should attempt to use as much Spanish as the students can handle. More culture capsules. Elementary supplementary readings emphasizing cultural content. Written exercises requiring students to use key words demonstrating their knowledge of patterns of behavior & culture. More dictations emphasizing special units of cultural content. Develop an appreciation & understanding of the patterns of behavior & units of culture characteristic of Spanish-speaking peoples. Classroom setting should encourage student to learn more about Spanish speakers.
Content words relating to: - daily routine - telephoning - shopping - post office & letters - restaurant - community - transportation - city (Latin American vs. North American) - travel - animals - holidays - parts of the body - clothing - more foods, <u>platos típicos</u>	

LEVEL II

S P E A K I N G	PHONOLOGY	MORPHOLOGY	SYNTAX
	Phrases emphasizing the production of vowel clusters, diphthongs; fusion of vowels, & linkage.	Same as LISTENING.	Change statements into commands. Drills emphasizing the position of reflexive pronouns, the word order with <u>gustar</u> , <u>faltar</u> , etc.; <u>hacer</u> with expressions of time. Drills requiring the use & correct word order with the subjunctive. Make comparisons with adjectives & pronouns.

SPEAKING SKILLS

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Spanish and are not offensive to his ear. Emphasis gradually shifts from mimicked to directed and original utterances and spoken utterances become longer and more complex.

I. Mimicry (repetition of a model)

According to the classroom setting and the materials used, the student will...

- A. demonstrate greater skill in producing the sounds of Spanish (in comparison with the level of fluency achieved in Level I).
- B. demonstrate his ability to mimic longer and more complex utterances (in comparison with the level of complexity achieved in Level I).

II. Directed (teacher-motivated responses)

According to the classroom setting and the materials used, the student will...

- A. answer with complete sentences questions based on vocabulary and structures previously listed under the listening objectives.
- B. be able to ask questions based on the vocabulary and structures previously listed under the listening objectives.
- C. present oral summaries of approximately 30 words based on reading material presented at this level.
- D. demonstrate the ability to use the following structures and grammar:
 1. all those listed under the listening objectives.
 2. verbs governing an infinitive.
 3. formation and use of the subjunctive mood (limited)
- E. demonstrate an awareness of cultural patterns & behavior.

II. Original (creative expressions)

According to the classroom setting and the materials used, the student will...

- A. use correctly and appropriately the vocabulary listed under the listening and directed-speaking objectives.
- B. use correctly and appropriately the structures listed under the listening and directed-speaking objectives.

LEVEL II

VOCABULARY

CULTURE

S
P
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800 lexical items above Level I.

See LISTENING

LEVEL II

	PHONOLOGY	MORPHOLOGY	SYNTAX
R E A D I N G	Recognize vowel clusters, diphthongs, fusion of vowels & linkage in reading selections. Practice reading sounds represented by the following spellings: ll, y, qui, que, ca, co, cu, b, v, j, ge, gi, ga, go, gue, gui, güe, güi, gua, guo. Observe accents which break diphthongs: lefdo, trañan, aún.	Use of preterite & imperfect. Supplementary readings involving the subjunctive. Assign a graded reader or other material incorporating the basic grammatical forms listed in LISTENING	Expose students to supplementary readers where basic word order is found in new context. Provide more complex reading in order that students encounter basic word order in varied contexts.

READING SKILLS

All material read is either a recombination of known vocabulary and structures or is initially presented by the teacher for silent reading comprehension and follow-up reading.

I. Directed

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of material read aloud such as dialogues, selected reading passages, songs, poems, etc.
- B. read aloud material such as: dialogues, selected reading passages, songs, poems, etc.

II. Semi-Directed

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of material read silently such as: dialogues, selected reading passages, songs, poems, etc.
- B. read aloud materials such as: dialogues, selected reading passages, songs, poems, etc.

III. Independent

Very limited at this level using a selected list of approved materials.

LEVEL II

VOCABULARY

CULTURE

R
E
A
D
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G

1200 lexical items above Level I.

See LISTENING.

LEVEL II

	PHONOLOGY	MORPHOLOGY	SYNTAX
W R I T I N G	Dictations & other written exercises emphasizing knowledge of written symbols for sounds listed in READING.	Students required to choose between the: imperfect & preterite, indicative & subjunctive, sequence of tenses. Additional exercises involving the grammatical forms listed in LISTENING. Write short narratives.	Rewrite statements in form of commands. Write short sentences in which word order is stressed. Practice on expressions requiring the subjunctive; cues requiring the use of <u>gustar</u> , <u>faltar</u> , etc. (All material written by students should be in complete & meaningful sentences.)

WRITING SKILLS

All written work is spelled correctly and reflects the proper use of words, phrases, and sentences which the student has first learned orally and has read silently or aloud.

I. Dictations

According to the classroom setting and the materials used, the student will write vocabulary words, phrases, and simple paragraphs based on material previously learned.

II. Directed Writing

According to the classroom setting and the materials used, the student will...

- A. write answers to questions based on material read.
- B. write questions based on material read.
- C. write brief compositions based on answers to questions about material read.
- D. use structures learned at this level, making the necessary written changes required by specific patterns.

III. Independent Composition

According to the classroom setting and the materials used, the student will...

- A. write brief compositions of 40 to 50 words based on material read.
- B. write brief compositions of 40 to 50 words describing a picture, an object, or a situation.
- C. write short original dialogues based on everyday situations or those listed under Listening Skills objectives.

LEVEL II

VOCABULARY

CULTURE

W 800 lexical items above Level I.

R
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T
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See LISTENING.

LEVEL II

SOME SUGGESTED LEARNING ACTIVITIES

Clothing:

1. Teacher passes out pictures on which one particular item of clothing has been pointed out and numbered. Student identifies the item of clothing, then passes the picture on to next student. If teacher begins with 10-15 different pictures, by the end of the time period, each student will have identified that many different items of clothing. You can challenge the students more if you set a time limit on how long they can hang on to each picture. Note: This can be done with parts of the body, too.

Foods:

1. Word pairs: Teacher gives one member of a common food pair and student(s) supplies other member of the pair.

Example: té : café pan : mantequilla

Imperative:

1. Have students do short "how-to" demonstrations in which proper use of the imperative is absolutely essential.
2. Students can create ads for a newspaper or magazine in which the imperative is again essential.

Example: "Fly the friendly skies of United."

Imperfect vs. Preterite:

1. "You Are There": Students take role of a reporter and famous historical personality. Reporter interviews famous person about what he/she did, why, how, etc. Proper use of the imperfect and preterite is essential.
2. Rewrite a paragraph in the past tense, thereby, making the appropriate selection between imperfect and preterite.

Indicative vs. Subjunctive:

1. Combination exercises in which students form new and correct sentences orally or in written form.

1 Mando	1 tú	1 ir a clase.
2 Leo	que 2 ellos	2 volver pronto.
3 Espero	3 Paco	3 estudiar el español.

1. 123 Mando que ellos estudien el español.

Parts of the Body:

1. See "Clothing."
2. Teacher points to parts of his/her body and students identify orally. Then teacher identifies orally while students point to parts of their bodies.

Restaurant:

1. Set up a dining table in class. Teach students the names for different eating utensils, etc. Make up a set of cards on which you describe individual problems, etc., which one might encounter in a restaurant; i.e., "You dropped your fork. Ask the waiter for another one." A capable student or the teacher can play the part of the waiter. As the meal progresses, you ask a student to select a new card from the ones that remain. All conversations will be conducted in Spanish, of course.

Shopping:

1. Enact a scene from a marketplace. Ask students to bring in produce, clothing, etc., to "sell" in the puestos. Introduce and practice "el regateo."

Travel:

1. Use "Pasaporte a México" kit as a basic resource from which students are introduced to travel vocabulary. Students are also introduced to various travel attractions in Mexico and costumbres related to travel and transportation. Have students write to the Mexican tourist office to request brochures, etc., and have them go through the process of planning for a trip to Mexico: making an itinerary, making a list of clothing to pack, etc.

LEVEL III

	PHONOLOGY	MORPHOLOGY	SYNTAX
C O N C E P T	Reinforcement of the relationships between sounds & written symbols in Spanish.	Expansion of & use of basic grammatical forms listed in listening, speaking, reading & writing. Subjunctive commonly used in Spanish & necessary to speak the language idiomatically.	Expand ability to distinguish between basic word order in statements, questions, commands, & negatives. Expand the ability to understand, speak, read, & write meaningful sentences.
L I S T E N I N G	Reinforce intonation patterns in statement, questions & commands. Reinforce auditory discrimination among verb tenses. Review stop & fricative d, g, b. Review vowel clusters, fusion & linkage.	Expansion of the following points: all pronouns; <u>ser</u> & <u>estar</u> ; imperatives; gender & number of articles, pronouns & adjectives; most commonly used irregular verbs; cardinals & ordinals; negatives; form & use of subjunctive; review of morphology from Level I & II. Passive voice; imperfect subjunctive. <u>Por</u> vs. <u>para</u> . Conditional. Nominalization of adjectives, possessives, indefinites & articles.	Word order with passive voice. Reinforcement of the form & position of pronouns, demonstrative pronouns & adjectives; possessives, indefinite pronouns; comparisons of adjectives & adverbs. Reinforce auditory discrimination of the above items.

LISTENING SKILLS

All recorded utterances are spoken in standard Spanish by native speakers. Teacher utterances are spoken in standard speech at normal speed. There will be some variations in speech patterns such as dialects, child's utterances, sub-standard speech or slang, specifically studied in connection with a particular dialogue, play, poem, or reading selection.

The listening skills refer to understanding the spoken language without reference to the written form except in situations such as an aural comprehension test.

I. Situational

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of various situations and vocabulary such as:
 1. all subjects listed under Levels I and II Listening Skills, but in greater depth.
 2. occupations and occupational titles.
 3. sickness and making an appointment to see a doctor.
 4. government.
 5. current events.
 6. historical highlights, especially of South & Central America, etc....

- B. demonstrate comprehension of adapted selections from plays, stories, and other materials, utilizing familiar vocabulary and structures.
- C. demonstrate comprehension of recordings of selected materials such as plays, poems, short stories, songs, etc.
- D. demonstrate comprehension of sound tracks of audio-visual materials such as movies, filmstrips, etc.
- E. demonstrate comprehension of material which is only partially familiar through contextual clues.

II. Structural

According to the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of the structures listed under Levels I and II Structural Listening Skills, but in greater depth.
- B. demonstrate comprehension of the subjunctive mood & passive voice.
- C. demonstrate comprehension of discrimination among verb tenses and moods.
- D. demonstrate comprehension of forms and positions of various pronouns.

III. Enrichment

Invite native speakers for specific topics to be presented in the target language.

LEVEL III

VOCABULARY

CULTURE

C Spoken & written vocabulary differ
O in volume & kind. A large accessible
N vocabulary can be achieved only
C through constant listening, speaking,
E reading, & writing practice.
P
T

Increase in vocabulary cannot be given in numbers.
Passive vocabulary will be larger than active, but size of both will depend on student's ability & willingness to speak & read Spanish. A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials. A vocabulary suitable for writing letters & compositions should be developed.

Topical vocabulary might include:
current events
occupations & occupational titles
sickness & doctor
education
government
history

Increase students' ability to make active use of vocabulary items to express what they want to say. Activities may include directed talks by students, conversations between students, debates, etc.

The Hispanic culture must be evaluated on its own merits. The Spanish have made many contributions to American culture.

Cultural items may include:

Spain:
government
educational system
recreation
historical highlights (especially the conquest of South and Central America)
South and Central American nations (topics similar to those for Spain)
Spanish influence in North America
Style & format of letter-writing
Social status of various occupations
Role of men & women
Religion

Cultural study is done mainly in Spanish with some supplementary reading in English. Activities may include:

listening to recordings & viewing films, filmstrips, & slides;
discussing what has been heard or read;
reading of various kinds including graded readers, periodicals, poetry, & literary prose;
writing letters, reports, or compositions.

LEVEL III

PHONOLOGY	MORPHOLOGY	SYNTAX
S Application of proper in- P tonation patterns in E statements, questions & A commands. Stop & frica- K tive d, g, b. Oral dis- I crimination among verb N tenses. Production of r, G rr; stressed & unstressed I vowels.	Reinforcement of changes in person & number of verbs & pronouns; changes in number & gender of nouns & adjectives. In- creased use of the sub- junctive; use of negatives. Reinforce points listed in LISTENING in conversation. Change from present to im- perfect subjunctive. Pass- ive voice with <u>se</u> & <u>ser</u>. <u>Si</u> clauses in the subjunc- tive.	Reinforcement of the form & position of personal pronouns; passive voice, demonstrative pronouns & adjectives; indefinite pronouns; comparisons of adjectives & adverbs. Reinforce the utiliza- tion of the above items in meaningful utterances related to daily situa- tions.

SPEAKING SKILLS

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Spanish and are not offensive to his ear. Emphasis is placed on directed and original utterances.

I. Mimicry (repetition of a model)

According to the classroom setting and the materials used, the student will demonstrate greater skill in mimicking model sentences, poems, songs, and other selected materials in comparison with the level of fluency achieved in Levels I and II.

II. Directed (teacher-motivated)

According to the classroom setting and the materials used, the student will...

- A. answer with complete sentences any question which contains familiar vocabulary and structures.
- B. ask questions using familiar vocabulary and structures.
- C. demonstrate ability to use familiar vocabulary and structures.
- D. present oral summaries of approximately 40-60 words based on reading material presented at this level.
- E. recite selected poetry with pronunciation and intonation patterns fitting the mood of the poem.
- F. enact roles from selected skits and plays with pronunciation and intonation patterns fitting the culture.
- G. present oral descriptions and/or explanations of pictures, current events, filmstrips, and movies using familiar vocabulary and structures.

III. Original (creative expressions)

According to the classroom setting and the materials used, the student will...

- A. present dialogues simulating every day situations, using patterns approximating native speech.
- B. give monologues using patterns approximating native speech.
- C. discuss familiar topics using patterns approximating native speech.

LEVEL III

PHONOLOGY	MORPHOLOGY	SYNTAX
C Recognition of stress patterns & accentuation. O Review qui, que, ca, co, N cu, ga, gue, gui, go, C gu, gua, guo, gue, gui, E j, ge, gi, je, ji, h, P initial r & rr. Read T aloud with proper pronunciation & intonation.	Exposure to readings in which these structures are emphasized. Expand the functional vocabulary & use of basic grammatical forms listed in LISTENING & SPEAKING.	Expose students to additional forms & word order by the continued use of supplementary readings. Provide more complex sentences with word order in more varied contexts. Expansion of word order with prepositions.

READING SKILLS

All material read is either a recombination of familiar vocabulary and structures or is initially presented by the teacher.

I. Directed

According to the classroom setting and the materials used, the student will...

- A. read aloud with proper pronunciation and intonation material such as: dialogues, poems, and selected reading passages.
- B. demonstrate comprehension of written material such as: dialogues, poems, and selected reading passages.

II. Semi-Directed

According to the classroom setting and the materials used, the student will...

- A. read aloud with proper pronunciation and intonation material such as: dialogues, poems, and selected reading passages.
- B. demonstrate comprehension of written material such as: dialogues, poems, and selected reading passages.

III. Independent

The student will read simple material in books, magazines, and newspapers, usually at one level below the instructional level.

LEVEL III

PHONOLOGY	MORPHOLOGY	SYNTAX
Spell correctly sounds listed in READING. Take dictations emphasizing these sounds. Rewrite short sentences & do other written exercises using material previously illustrated.	Por & Para. Correct use of passive voice. Reinforce ability to write answers to questions using grammatical forms previously studied. Rewrite simple sentences & do other written exercises on grammatical forms listed in LISTENING & SPEAKING.	Change active to passive voice. Reinforcement of the use of the items listed in LISTENING & SPEAKING with emphasis on written exercises like short sentences and/or dialogues. Rewrite statements in the form of questions, commands, & negatives.

WRITING SKILLS

All written work reflects correct spelling and proper use of vocabulary and structures.

I. Dictations

According to the classroom setting and the materials used, the student will write selected paragraphs of familiar material and/or recombinations of it.

II. Directed Writing

According to the classroom setting and the materials used, the student will continue the activities as described in Level II Directed Writing Skills, but using materials of complexity.

III. Independent Composition

According to the classroom setting and the materials used, the student will continue the activities as described in Level II Independent Composition, but of a greater length and degree of difficulty.

LEVEL III

SOME SUGGESTED LEARNING ACTIVITIES

Current Events:

1. See "Government."
2. See "Debate." Select an issue that is currently of interest in a Hispanic country.
3. Read articles from periodicals and write resumes. Let students share their articles with the class.
4. Have students produce a Spanish language newspaper. It is a good idea to ease the students into the assignment, rather than to just "lay" it on them. For example: 1) Have students do a photo essay so that they get practice in writing short, succinct sentences that describe photos. This will help them in doing captions for their newspaper. 2) Have students practice writing letters. If necessary, have them do translations of "Dear Abby" or letters to the editor. This will help them to write their own letters to the editor, etc.

Government:

1. Using a current political issue, have students role-play different personalities in the governmental structure of a particular Hispanic country. Example: Enact a session from las Cortes de España. Who is head of the legislative body, etc.?

History:

1. After students have done initial research and reading about the history of Central and South America, let them do a pictorial history of the significant events such as preparing a mural of South American history, etc.
2. Jeopardy: Divide class into teams. Teacher gives name of a person, place, or event. Students give the question that would give that answer. Example: Teacher says, "Machu Picchu." Students should say, "Where are the ruins of the Incan civilization found?"

Letters:

1. Introduce students to different forms of letters. Show them and discuss with them samples of different forms/styles. Then, have them write different kinds of letters varying the style according to the occasion--love letter, letter to Mother, letter to apply for a job, etc.
2. Give students copies of letters from which the names of the addressee and writer of the letter have been omitted. The context of the letter should make the identity of these people very clear. Students are to fill in the correct names. Samples: Cristóbal Colón y la Reina Isabel; Romeo y Julieta

Proverbs:

1. Charades: Teacher writes different proverbs on slips of paper. Each student draws one slip and tries to get other students to guess the proverb by acting it out.

Recreation:

1. Have students find examples of what Hispanic people do for recreation by finding articles or pictures in periodicals, such as La Semana. Ask them to do a comparison between recreation in the United States and Hispanic countries.

Speaking:

1. Name various topics on slips of paper. Student draws one, takes a few moments to organize his/her thoughts, then gives an impromptu talk on the selected topic.
2. Debate: Divide class into two groups, one pro and one con. Have students decide on a suitable topic for debate. If possible, try to select a topic that relates to Hispanic culture: Don Juan Carlos y su gobierno; los chicanos en los Estados Unidos; EEUU y el canal de Panamá, etc.
3. Recite and enact a scene from a Spanish play after it has been read and discussed in class in entirety. If necessary, ask students to do research in costumes, politics, etc., of the period presented in the play.

Vocabulary:

1. **Match Game:** Teacher divides the class into teams of 4-5 students. Teacher asks all teams to write one word that belongs to a class of objects--fruits, animals, classroom objects, foods, etc. A team gets a point for every match among its members. An especially good way to review vocabulary from Levels I, II, and III.
2. **Word Mastermind:** The class decides beforehand whether they will work 4- or 5-letter words. Teacher then selects a word and students must guess what the word is. The only clues you are allowed to give are:
a) whether the word includes letters that are in the words offered by the students, and b) whether the letters are in the correct position in the word.

Example: mesa

Student guesses: tiza
---+ (- means letter not in the word;
+ means correct letter, correct position)

Student guesses: casa
-x++ (x means correct letter, wrong position)

Student guesses: besa
-+++

LEVEL IV

	PHONOLOGY	MORPHOLOGY	SYNTAX
C O N C E P T	Spanish language has different forms (poetic, etc.). Spanish has highly consistent punctuation.	Full realization that Spanish speakers express ideas differently from English-speaking people.	Expand ability to understand, speak, read, & write meaningful sentences utilizing appropriate word order.
L I S T E N I N G	Reinforce the contrasts among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review & reinforce fusion & linkage.	Review all forms listed in Level I-III LISTENING & their usage.	Reinforcement of word order in sentences with <u>gustar</u> , <u>faltar</u> , etc.; passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.

LISTENING SKILLS

All recorded utterances are spoken in standard Spanish by native speakers. Teacher utterances are spoken in standard speech at normal speed. There will be some variations in speech patterns such as dialects, child's speech, substandard speech, or slang which may be discussed in connection with a particular play, poem or other reading selection.

I. Situational

According to the classroom setting and the materials used, the student will...

- demonstrate comprehension of various situations and vocabulary related to all subjects listed under Levels I-III Listening Skills, but in greater depth.
- demonstrate comprehension of selections from adaptations of plays, novels, stories and other materials utilizing familiar vocabulary and structures.
- demonstrate immediate comprehension of questions and comments based on familiar material.
- demonstrate comprehension of standard Spanish in normal conversational situations.
- demonstrate comprehension of lectures, broadcasts, and recordings of subjects within vocabulary and structural range.
- demonstrate comprehension of material which is only partially familiar through contextual clues.

II. Structural

According to the classroom setting and the materials used, the student will demonstrate comprehension of the structures listed under Levels I-III Structural Listening Skills, but in greater depth.

LEVEL IV

VOCABULARY

CULTURE

C Spoken & written communication necessi-
O tates a large volume & variety of
N words & expressions.

C
E
P
T

L Reinforcement and expansion of vocabu-
I lary items introduced in Level I-III.
S Further exposure to different forms of
T literature and periodicals should help
E to increase student's vocabulary.
N Recognition & comprehension of a wide
I range of vocabulary items & appropriate
N usage in speaking & writing.

G
|
W
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G

A knowledge of culturally acceptable forms & of the Spanish heritage is a part of learning the Spanish language. Works of literature are best appreciated when read in the language in which they were written.

Recognition & comprehension of cultural nuances in speech & writing. Usage of culturally acceptable forms in speech & writing. Demonstrate knowledge & awareness of Hispanic culture. Recognition & usage of culturally acceptable behavior.

LEVEL IV

	PHONOLOGY	MORPHOLOGY	SYNTAX
S P E A K I N G	Reinforce production of all sounds. Reinforce proper fusion & linkage in speaking at near-native speed.	Proper use of all items in Level I-III SPEAKING at near native speed. All pronouns should be actively used.	Speaking situations emphasize the items in LISTENING in basic word order.

SPEAKING SKILLS

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Spanish and are not offensive to the ear. Emphasis is on directed and original utterances.

I. Mimicry (repetition of a model)

According to the classroom setting and the materials used, the student will demonstrate greater skill in mimicking model sentences, etc., in comparison with the level of fluency achieved in Level III.

II. Directed (teacher-motivated responses)

According to the classroom setting and the materials used, the student will demonstrate the ability to perform the skills previously listed under Level III Directed Speaking Skills, but in greater depth.

III. Original (creative expressions)

According to the classroom setting and the materials used, the student will...

- demonstrate the ability to perform the skills previously listed under Level III Original Speaking Skills, but in greater depth.
- demonstrate the ability to communicate in Spanish in a way suitable to the age and level of study.

LEVEL IV

PHONOLOGY	MORPHOLOGY	SYNTAX
R Read materials with proper pronunciation & intonation at normal speed. D Reinforce ability to associate written symbols with sound. N G	Presentation of the items in Level I-III LISTENING in expanded usage (especially preterite vs. imperfect, <u>por</u> & <u>para</u> , indicative vs. subjunctive, passive voice, reflexive)	Provide supplementary readings stressing the importance of basic word order as listed in LISTENING.

READING SKILLS

Material read is either a recombination of familiar vocabulary and structures or is initially presented by the teacher.

I. Directed

According to the classroom setting and the materials used, the student will...

- A. demonstrate the ability to perform the skills previously listed under Level III Directed Reading Skills, but in greater depth.
- B. read aloud demonstrating the awareness of how phonology affects meaning.

II. Semi-Directed

According to the classroom setting and the materials used, the student will...

- A. demonstrate the ability to perform the skills previously listed under Level III Semi-Directed Reading Skills, but in greater depth.
- B. read aloud demonstrating the awareness of how phonology affects meaning.

III. Independent

The student should become acquainted with books, newspapers, and magazines.

LEVEL IV

	PHONOLOGY	MORPHOLOGY	SYNTAX
W R I T I N G	Exercises on the more difficult spellings: h, j, ge, gi, ji, je, y, ll, c, z, s, v, b, diphthongs, vowels in linkage.	Use of the items in LISTENING in written exercises.	Written exercises on items listed in LISTENING.

WRITING SKILLS

All written work reflects proper use of vocabulary, standard spelling, and structures.

I. Dictations

According to the classroom setting and the materials used, the student will write selected paragraphs of familiar material and/or recombinations of it.

II. Directed Writing

According to the classroom setting and the materials used, the student will...

- A. write answers to questions based on material presented.
- B. write questions based on material presented.
- C. write compositions based on answers to questions and/or suggested guidelines about familiar material.
- D. make necessary written changes required by the grammatical patterns.
- E. paraphrase what is heard in dialogues, short stories, etc.

III. Independent Composition

According to the classroom setting and the materials used, the student will...

- A. paraphrase sentences from reading material containing difficult vocabulary.
- B. write compositions based on material discussed or read.
- C. write original compositions on a variety of subjects as assigned by the teacher.
- D. write original dialogues based on familiar situations.
- E. write using vocabulary appropriate to the situation.

LEVEL IV

SOME SUGGESTED LEARNING ACTIVITIES

Cultural Understanding:

1. Have students rewrite a well known fable, legend, etc., in Spanish. They will demonstrate their understanding of Hispanic culture by adapting the fable, legend, etc., to fit a Hispanic context.

Listening:

1. Students can interview Spanish-speaking guests from the community. This can be done individually or by having the class listen in on an interview being conducted by a classmate. As a follow-up activity, have students write an article in which they summarize the highlights of the interview.
2. Have students listen to radio broadcasts from Spain or Latin America. Follow up with a class discussion of the broadcast. See if students can make analogies, comparisons, etc., with historical events or cultural units previously encountered in lower levels.

Literature:

1. Students should read at least one unabridged literary work (novel, play, etc.) in its entirety.
2. Students can enact a play in Spanish. Preparation can be done by researching dress, social climate of the time and then making appropriate costumes and sets. (More in depth than Level III).

Review of grammar:

1. Have students "teach" students of lower levels either as tutors or as "teacher for a day." Be sure to review their lesson plans and offer assistance and supervision as much as possible. This can also be done with elementary school classes. High school students seem to enjoy working with younger students.

Speaking:

1. Have students organize and participate in a Spanish speech festival with categories such as: oral interpretation, oratory, impromptu, etc. This can be an inter-school as well as an intra-school activity.
2. Have students act as "tour guides" for inter-school exchanges or have them prepare themselves as a Spanish-speaking tour guide for the Hawai'i Visitors' Bureau. As a culminating activity,

take them on a field trip and have them offer their tour to the rest of the class.

Vocabulary:

1. Use any of the activities listed in Level III except at a more advanced level. To add more challenge, set time limits.

Writing:

1. For the more capable students, original short stories or poems could be written by them. Share them with the class.
2. Students can produce their own original filmstrips or slide shows of a Hispanic topic or of one of their own choosing. They can write script, etc. These may differ in terms of audience, etc.
3. See Item #1 in "Cultural Understanding."

LIST OF WORKS CONSULTED

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- Texas Education Agency. Spanish Levels One and Two Secondary Tentative Guidelines. 1975.
- Wisconsin Foreign Language Guide. Format and content of descriptions of Levels I-IV material, i.e. concepts, phonology, morphology, etc., were basis for those described in this guide.

CHAPTER 3

USING A TEXTBOOK SERIES

The development of teaching strategies over the years has been from the so-called "traditional" system of basal book orientation to the audio-lingual approach. As a consequence, many school districts have adopted as basic texts one or another of the various sets of materials designed for the implementation of the audio-lingual approach to language teaching. These textbooks, tapes, workbooks and accompanying manuals are teaching aids which must be adapted to the needs of each class.

Necessary adaptations, deletions, and additions to the text and materials must be made by teachers in accordance with the amount of time at their disposal for teaching the program as well as the makeup and goals of each class. Students differ in ability, motivation, age, and preparation. Some may have had instruction in elementary school or at home. Credit by examination can be used in these cases to better place the students.

The earlier the program in Spanish is begun, the greater the opportunity afforded for working toward mastery, particularly in the areas of listening and speaking. In working with students who begin their study of Spanish in grade 7, teachers will find many opportunities to supplement the basic materials of the basal texts. They will be able to apportion more time to the audio-lingual training phase; pay more attention to cultural materials as an integrated part of the program; introduce poetry, proverbs, and songs; extend the basic vocabulary of the various units; and develop dialog adaptation to a far greater degree. Teachers will probably find that, regardless of the textbook being used and the point at which the students begin their study, they will have to provide additional material for reinforcement of a specific concept, additional drills for mastery of a particular structure, and additional narratives for aural comprehension or reading practice. None of the new textbook programs is complete in itself. Each has to be supplemented in some way to meet the needs of a particular class or of the total program. Teachers should not hesitate to seek out and use the additional materials required to bring the class closer to the objectives, always remembering that when introducing new items supplementary to the basic material, provision must be made for their complete integration through their inclusion in pattern drills, question and answer drills, and directed dialog practice, and they must allow for later re-entry if the additions so demand.

Teachers may prepare these extra materials themselves, but it is suggested that they either go to other sources whenever possible to save time and effort or that they try to enlist the joint effort of the department in preparing such materials.

It would be a worthwhile project to be undertaken in an inservice workshop program under the direction of a capable and experienced chairman or supervisor. In this manner, the materials will directly reflect the thought of the group as it pertains to the text and will supply everyone in the department with identical supplementary drills.

It has been found that the material offered for instruction at a given level in the various audio-lingual texts is often too extensive to be covered in one year. This is particularly true of the first-level materials when Spanish is begun in grade 7. Deletions or adaptations will often be necessary. However, if a unit of the textbook is omitted, any new vocabulary in the discarded unit which is basic to the units that follow must be introduced and drilled as items of pattern practice and in question-answer practice. Of course, all re-entry drills of previously learned structures contained in this unit can be retained and utilized in the standard manner.

It seems important, nevertheless, that no matter how many adaptations be made or how much supplementary material be required in the proper utilization of the textbook series, two considerations be kept in mind. First, that the book be used as closely in accordance with the author's recommendations as possible (especially the first time that it is being used) and second, that the entire series be employed. Each level of a properly prepared series develops and supplements the former by repeating, stressing, and expanding conversational patterns, grammatical needs, vocabulary categories, and ultimately literary skills. The third- and fourth-level texts should be the logical culmination of a coordinated and systematic program, and therefore, serious consideration should be given to the adoption of a total textbook series.

EVALUATION

The widespread use of audio-lingual techniques in foreign language teaching has given rise to a reconsideration of evaluative procedures. The general conclusion has been that a truly purposeful testing program is one which comprehends evaluation of progress in the four basic communication skills; in control of structure, vocabulary, and idiom; and in acquisition of cultural knowledge.

Teacher-Made Tests

Even if audio-lingual texts have accompanying test materials, it is suggested that teachers devise additional tests on their own. In some cases, too much material must be covered before the class is ready to take the test which accompanies the textbook series. In others, there is little or no variety in the test types. Some of these materials are deficient in that they are not sufficiently comprehensive in terms of testing a variety of skills and the control of structure and vocabulary. Furthermore, if the teacher has adapted the unit in any way by addition or deletion, the test will no longer be completely valid. Criterion referenced testing should be considered where applicable.

In constructing their own tests, the teachers should be sure that the tests reflect audio-lingual aims and procedures. The use of non-contextual items for the testing of structural control and vocabulary (e.g., writing of conjugations, word lists to be translated, etc.) is a practice that is only partially consistent with the audio-lingual approach. It is suggested that test items be presented in increasing order of difficulty so that the student may not be discouraged at the outset. Where possible, test items should test one point only. This is particularly true in the testing of structure, vocabulary, and idioms.

Aural Comprehension

In the following types of tests the students need not see any Spanish. They have an answer sheet containing numbered or lettered items. Each example is heard only once, particularly after the initial few tests when students are aware of the style and format.

Sound Discrimination Tests:

The student sees a picture of a boy singing in a choir. The teacher pronounces a pair of sentences. The student circles on the answer sheet the number of the sentence which describes the picture.

- Teacher: 1. El canta en el coro.
2. El canta en el coro.

The student hears a pair of sentences, as those above, and circles the words "el mismo" or "diferente" on the answer sheet depending on the situation.

The student hears a series of three sentences, one of which is different from the other two. He or she circles on the answer sheet the number of the sentence which differs from the others.

- Teacher: 1. Dígame lo que va a haber.
2. Dígame lo que va a ver.
3. Dígame lo que va a haber.

Identification Test:

The students see a set of three or four pictures. They hear a simple sentence and circle on the answer sheet the number of the picture which best relates to that sentence. This test may also be used to test reading comprehension and vocabulary items.

Example: Three pictures in simple stick-form are displayed. No. 1 shows sun, No. 2, rain, No. 3, snow. The teacher reads a sentence once or twice:

Teacher: Está lloviendo.

Continuation Test

The student hears a statement. The speaker then pronounces three or four additional statements only one of which is a logical continuation to the thought of the original statement. The student circles on the answer sheet the number of the statement which most logically continues the thought of the speaker. This type of test may be presented visually as a test of reading comprehension.

Speaker: Peinso dar un regalo de Navidad al botones.

- Choices: 1. Hace mucho que la celebro.
2. Siempre me lleva la maleta.
3. Es una de mis fiestas favoritas.
4. Necesito más agua.

If teachers decide that they would like to make up multiple choice completion tests to be used in the testing of aural comprehension, it is suggested that all completion choices should be left for the final slot and that medial slot choices should be avoided.

Good: Los chicos no quieren _____.

Poor: Juan _____ al cine.

The second type of item frequently causes confusion when the choices are presented because of the break in the continuity of the sentence.

Tense discrimination:

(For use late in Level I and in subsequent levels.) The student hears a statement involving a verb indicating a time period. On an accompanying answer sheet he or she circles the number corresponding to an adverbial expression of time.

Speaker: Mi amigo volvió a casa.

Choices: 1. mañana 2. ayer 3. la semana próxima

Control of Structures and Forms

These tests may be used by the teacher as supplements.

Parallel Structure: The student sees--

Teresa da el libro al chico.

Teresa se lo da.

Juan lleva las papas a los
soldados.

The student fills in the blank space making the same changes as in the model. The test may also be administered orally, but this makes it very difficult initially.

Sentence Construction:

The student sees a sentence accompanied by a number of lexical items. He or she writes a new sentence without change of tense or word order substituting the lexical items in their proper places, making any necessary changes. The student sees:

Los bandidos nos vieron lejos del monte.

/cazador/los/ver/cerca/ciudad/

The student writes:

El cazador los vio cerca de la ciudad.

The student sees a series of unconnected words. He or she must construct a logical sentence without altering the word order. Tense and number may or may not be stipulated at the teacher's discretion. The student sees:

muchachos salir ayer nadar mar

The students writes:

Los muchachos salieron ayer para nadar en el mar.

Testing Vocabulary and Idioms

The following suggestions along with those the teacher normally uses will offer a wide range of choices. All of these require that the students be able to comprehend what they are reading. None of these employ the device of English translation at Level I.

The student chooses an antonym (or synonym) of an underlined or italicized word in a sentence.

Pepe es el *mejor* del equipo.

1. mayor 2. peor 3. menor 4. más pequeño

The student chooses a word which belongs to the same class as the underlined or italicized word in a sentence.

A Juan no le gustan *las* papas.

1. las espinacas 2. los huevos 3. los helados
4. las bebidas.

The student chooses a word which is defined in a sentence.

Se usa para escribir en la pizarra.

1. pluma 2. tiza 3. lápiz 4. borrador

The student chooses the word that is missing in a structure or idiom in a given sentence.

A lo _____ de la costa hay muchas fábricas.

1. mejor 2. grande 3. largo 4. vecino

The student chooses the word or idiom whose meaning best fits a blank space in the sentence.

El trabajo del vaquero es rodear _____.

1. ganado 2. gallinas 3. burros 4. plumas

The student has a duplicated sheet of simple drawings. He or she is instructed to place a number corresponding to a statement below the correct picture.

Speaker: 1. Permite entrar la luz.

The student writes a figure 1 below the picture of a window.

Continuous Evaluation

Evaluation of a student's ability and performance within the language class is not solely a matter of a few tests and quizzes administered during the semester or marking period. It is rather a continuous process in which every repetition, or every response to a direction or a question, guides the teacher in determining the individual student's degree of comprehension and language performance.

In arriving at a specific grade for the marking period, a number of devices in addition to the test and quiz questions may be brought to bear. The teacher may at times, in the course of daily routine, grade rapidly the performance of the individual pupil as he or she repeats the drills, manipulates adaptations and transformation drills, or answers and asks directed questions.

As the class is using the language laboratory or electronic classroom, teachers may keep before themselves two sheets of paper, each on a clipboard. One sheet identifies the students by seating position; the other provides space for each student so that the teachers can make notes as they monitor the activities during a tape drill. In the lower corner of the sheet are recorded the date, tape, and class. Each student monitored receives an evaluative score based on the ability to echo or to manipulate a drill pattern. Within a period of 10 minutes, the teacher can evaluate half a pattern. Not only will these numerous scores yield a measure of the student's achievement, but they will also record growth through the school year.

Individualized grading and personal growth is important. Grading has far more benefits as encouragement and recognition of effort than it does as an instrument of threat.

Reporting to Parents

The nature of audio-lingual instruction when used suggests a degree of concentration and application required of students that would seem to indicate the conventional means of reporting student progress to parents is not always adequate. Experience has shown that many parents question the meaning of the letter or number grades normally used, especially during the any prereading phase when the pupils do not write the customary paper-and-pencil type tests. They want to know how the teacher has arrived at the grade and also just what the grade reflects. An explanatory note to students and/or parents can prevent misunderstandings and foster cooperation and good relationships.

In order to be as objective as possible, the following sample rating sheet can be used as a guide for teachers. A good, fair and poor scale is useful.

A. General

1. Retention
2. Preparation of written homework

3. Preparation of oral homework
4. Participation in classroom recitation

B. Classroom Work

1. Listening

- a. Discrimination of sounds
- b. Understanding the teacher
- c. Understanding other pupils
- d. Following oral directions and instructions
- e. Comprehension of moderately long passages
- f. Understanding and manipulating oral drills and dialog adaptations on tape

2. Speaking

- a. Repeating a word or phrase correctly
- b. Repeating a sentence correctly
- c. Pronouncing accurately
- d. Speaking with acceptable rhythm, linking, and intonation
- e. Using Spanish for communication

3. Reading

- a. Reading material learned audio-lingually
- b. Comprehending new material and recombinations without recourse to translation
- c. Manipulating materials derived through reading

4. Writing

- a. Accurately transcribing materials learned audio-lingually
- b. Writing correctly from dictation
- c. Answering in written form questions on materials mastered audio-lingually
- d. Performing substitutions and transformations under guidance

C. Study habits

1. Method of study
2. Accuracy of preparation
3. Thoroughness of preparation
4. Effort to make up work
5. Perseverance

D. Test results

1. Speaking tests
2. Written tests
3. Listening tests
4. Reading tests
5. Laboratory tests